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ABSTRACT

This book seeks to broaden the dissemination of the ideas presented at the 2002 International Career Development Conference to the international career development community. Included are 24 papers by major presenters, with a diversity of papers ranging from school guidance interventions to major corporate career development programs. Chapters include: (1) "Nurture Your Nature: Celebrating Your Gifts" (D. Bissonnette); (2) "Capitalizing on Chaos and Complexity: Conquering the Career Change Challenge" (H. Harkness); (3) "The Impact of Divorce on Career Development" (S. Miller, J. Brincko, T. Krichiver, and D. Swan); (4) "Career Counseling for the Sandwich Generation" (V. Byrd); (5) "A New Paradigm to Career Counseling: Self-Efficacy and Career Choice among Students with Physical Disabilities in Postsecondary Education" (S. ElHessen); (6) "Reaching for the Stars: Strategies, Resources, Partnerships & Opportunities for Success" (W. Enelow); (7) "The Sustainability Imperative: Trends, Jobs, and Implications for Career Counselors" (M. Everett and L. Gaffin); (8) "A Career Introduction Model for First-Generation College Freshmen Students" (C. Ayala and A. Striplen); (9) "Women's Stories: Writing Our Own Stories and Reading Other Women's Can Help Us Thrive in These Challenging and Uncertain Times" (S. Gelardin); (10) "Making the Most of Recruiters" (D. Gurney); (11) "No One is Unemployable: Creative Solutions for Overcoming Barriers to Employment" (E. Harney); (12) "Blood Money: Understanding the Heart, Pulse, and Soul of Money in Our Lives, Families, and Careers" (M. Jacobsen); (13) "Performing and Creative Artists as a Resource in the World of Work" (S. Jary); (14) "Assisting Foreign Trained Immigrant Professionals" (A. Kadkhoda); (15) "Career Development for Vital Agers: Meeting the Challenge" (B. Laporte); (16) "Coaching as a Spiritual Practice" (R. Leider); (17) "Understanding the Financial Bottom Line: Career Decisions and Money" (C. Martellino); (18) "Tying Individual Dreams to Organizational

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INTERNATIONAL
CAREER DEVELOPMENT CONFERENCE
Incorporating the California Career Conference

Thriving in Challenging and Uncertain Times

Editors

Garry R. Walz
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Thriving in Challenging and Uncertain Times

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2002
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Preface

This publication is the result of a unique collaboration between the International Career Development Conference (ICDC) and the ERIC Clearinghouse on Counseling and Student Services (ERIC/CASS). The intent of this collaboration is to broaden the dissemination of the ideas presented at the 2002 International Career Development Conference to the international career development community. Through the development of this monograph, *Thriving in Challenging and Uncertain Times*, which will be distributed worldwide in hard copy and online in ERIC and the International Career Development Library (ICDL), it also provides the authors of the papers with an international "platform" for communicating their ideas.

This, the third in the series of publications, is particularly noteworthy for its size, 24 papers, its quality, including papers by major presenters, and the diversity of papers ranging from school guidance interventions to major corporate career development programs. We sincerely believe the quality of the publication will lead to its widespread use in career development programs at all levels and settings and in career specialist preparation programs.

The papers in this monograph vary in style and substance reflecting the approach adopted by the presenters in their ICDC program presentation. We have chosen to include papers that differed significantly believing that what might be lost in uniformity would be made up by the breadth of topics covered and the variety of formats used.

We are especially appreciative of the work of the authors who, under stringent time restrictions, produced the papers they did. We were pleased with both the quantity of papers received (well in excess of what the usual call for papers produces) and their general quality. Some of the authors availed themselves of a new writing aid we introduced called QUIKWRITE, an ERIC/CASS writing aide, which they reported assisted them in getting their ideas down on paper. We were pleased to hear that!

This publication and the quality of the papers contained within it are further proof of the impressive and increasing stature of the International Career Development Conference. While other conferences and professional groups diminish in attendance and importance, the International Career Development Conference has become a top tier professional event and continues to make its mark in the world community of career development organizations.

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Nurture Your Nature: Celebrating Your Gifts

Denise Bissonnette

Diversity World

The acorn worries little about the oak it will become,
the tulip bulb nestles in the dark prepared to see the sun.
For in the nature of these things is destiny's own seed
the force that spins the planet and hollows the river reed.
We are nature too, we come from dust, we come from stars—
like the oak is in the acorn, Providence is ours.

The swan is not yet graceful while traveling on land
ah, but when she finds the water, she floats as nature planned.
Watch the fuzzy caterpillar, keep him captive in your hand
But when destiny is done with him, he'll flutter high above the land.
What makes us think we're different or any less bestowed
with gifts that come embedded, that nurtured, will unfold?

Does the moon know its own phases? Is the sun warmed by its own light?
Is the hawk aware of its gracefulness as it glides in perfect flight?
Does the apple tree yearn to apple, does the grass pray to grow?
Do the dolphins leap self-consciously, are they putting on a show?
Or is it only humankind, so aware of its every move,
too self-conscious to relax, and enter Nature's groove?

How do we quiet the persistent mind, that insists that a plan we make,
that maps out neatly, step by step, the course our lives will take?
How do we nurture what's in our nature and trust a greater force,
to lead us simply by the heart and take a wiser course?
We won't find in books nor in tests exactly what to do,
for what is in our hearts to try, is up to me and you.

We trust the force that's in the seed, that directs the night and day
but when it comes to our own lives, we'd rather steer the way.
While we plan our lives and set our goals, can we reserve a place for grace
and trust that in the great scheme, we, too, have been set a place?
To all the powers that we hone, let's add an element of trust
that each of us are acorns, too, that there's an oak in each of us.

---

*"Nurture Your Nature: Celebrating Your Gifts" is an abbreviated version of a chapter from Denise's new book entitled, *The Wholehearted Journey: Bringing Qualities of Soul to Everyday Life and Work*, published by Diversity World, 2002, copyright Denise Bissonnette.

Reflections

I have enduring faith that everyone is born to this world gifted. Not with just any gift, but something unique to that person, that *only* they could bring, and something that the world needs. Creation has breathed into each of us a spark of divinity, and that spark is breathed back through the use of our gifts. All of my work as an employment counselor, a curriculum developer and a trainer, leans on that basic pillar – we have each been given a song and it is the desire of our hearts to sing it. Embedded in our very nature is our gift already enfolded, the oak within the acorn.

If only our gifts came as indelibly inscribed and as apparent as birthmarks. The challenge, however, is in letting our nature be known, first and foremost to ourselves, and then proclaimed and shared with the world. The birds and the bees, the flowers and the trees, are not burdened with this challenge. It is as if surrender to their nature is as easy to them as breathing. What if our natural abilities came as easily to us as flying comes to the bird or blossoming comes to the flower? What if the means by which we were to make a living in the world came as naturally to us as making honey comes to the bee as it engages in the larger world of the flower?

John O'Donohue writes of the necessity in human life to be in rhythm with our nature. He says,

> "It is in the depths of your life that you will discover the invisible necessity that has brought you here. When you begin to decipher this, your gift and giftedness come alive. Your heart quickens and the urgency of living rekindles your creativity. If you can awaken this sense of destiny, you come into rhythm with your life. You fall out of rhythm when you renege on your potential and talent, when you settle for the mediocre as a refuge from the call. When you lose rhythm, your life becomes wearyingly deliberate or anonymously automatic… When you are in rhythm with your nature, nothing destructive can touch you. Providence is at one with you; it minds you and brings you to your new horizons. To be spiritual is to be in rhythm."

Clearly, vocational issues are, at heart, spiritual ones. It is in the not knowing, the experimenting, and the discovering that we not only find and celebrate our skills and abilities, but our spirits as well. While our lives are much more complex than that of the birds and flowers, we are the lucky ones. For we are not only blessed with inherent skills and abilities, we have the privilege of recognizing and honing them, then making choices about how and when and where to use them. In the quest to uncover and make choices about how to use our talents, we imbue them with humility and intentionality – turning them into true gifts.

We long for ways of working and living that engage the spirit and the gifts of our nature. Work that is in alignment with our natural talents and skills, and affords the development and blossoming of our gifts, is what I refer to as "true livelihood." This means work that is true to your talents, true to your values and ideals, …in short, it is based on and sustained by your truth. It is essential to our lives that we mine this gold and bring it into the light. For, in the words of Thomas Paine, "Such is the irresistible nature of truth, that all it asks, and all it wants, is the liberty of appearing." It is not about finding "employment," or "getting a job." It is about "vocation" – giving voice to your life through your work. It is about calling—responding to what is calling you and calling back to the world, from your depths.

How do we survive those periods of our lives when the only "call" we hear is the one from the landlady reminding you to make the rent? How do we nurture what is in our nature, surrendering to our truth like birds in flight, while juggling the pressures and responsibilities of making a living? Here are just a few ideas to ponder while you proceed on your heart's path…until you come upon your own piece of sky and surrender to the wings that are yours.

Kick The Habit Of Comparison

We really have only one big job in life and that is to live our lives fully. As ourselves. Not as anyone else, or compared to anyone else. Yet how much of our time is spent comparing ourselves to others, both dead and alive? But that comparison is a bandit, a thief of our joy and a roadblock to our growth. Nothing in life is as stressful nor as exhausting as trying to be someone different than who you are.

I once heard Mikhail Baryshnikov say in an interview, "I do not try to dance better than anyone else. I only try to dance better than myself." Well, coming from one of the world's finest dancers, that's fine advice, right? If only we, even if shallower pools of talent, could say the same for ourselves. It is so easy to live, instead, like the crow in Aesop's fable, *The Crow and the Swan.*

> A Crow was filled with envy on seeing the beautiful white plumage of a Swan and thought it was due to the water in which the Swan constantly bathed and swam. So he left the neighborhood of the inns, where he made his living taking bits of meat left from the plates of the dinners, and went and lived among the pools and streams. But though he bathed and washed his feathers many times a day, he didn't make them any whiter and at last died of hunger in the bargain.

It has taken me years to learn the lesson of the Crow. Why? Because I am the middle sibling between two very beautiful and extraordinary talented sisters. My older sister, Maria, is stunning in every way, and always has been. Aside from being physically beautiful, she is gifted with the ability to learn and master just about anything she sets her mind to. My younger sister, Michelle, is the adorable one, having been the baby of a large brood. She is funny, witty, generous to a fault, and pretty much lovable in every way. Now, with all that aside, they are both incredible artisans—bringing beauty and artfulness to everything they touch. Their homes, their wardrobes, the way they wrap a gift, set a table, or design and whip out a quilt, a banner or a table runner faster than you can say "Eat your heart out, Martha Stewart." Oh, and me? I was the one in the middle who can't draw a circle without using the bottom of a glass.

Tell me I don't know about comparison. But this is not a sad story—this is a great story! Because my sisters are not only perfect—they are also kind. They have shown me (convinced me) over the years that I have my own gifts—some of which have even caused them to feel enviable from time to time. I will never be as elegant as Maria nor as adorable as Michelle. But

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I get to be Denise—the only Denise in the family, in fact, the only version of *this* Denise in the entire world. I will enjoy my own gifts and not struggle in the difference between their talents and my own.

Incidentally, this new and improved version of my self-confidence (without having to compare myself to my sisters) is a fledgling of a bird, but it will grow with time. My sisters and I look forward to growing older together and celebrating the similarities and the differences in our gifts as we welcome a new generation of women to the family. We are consciously giving up the habit of comparing ourselves to one another—noting of course, who is doing it better, faster and more completely than the other!

We may change our habits but not our nature. When we cease needing to be remarkable, we are free to work according to our own wishes and talents. The rose yearning to be a grasshopper would never bloom. The grasshopper longing to be a tiger would never get off its hind legs. And the tiger, in all of its unmanaged elegance, would never win its prey if dying to be a rose. But we so often find ourselves following other people's dreams, wanting to be like someone else or secretly aspiring to the fortune or fame of people we don't really know. Yet when we compare ourselves to others, we see neither ourselves nor those we look up to. We only experience the tension of comparing. It is impossible to nurture your nature by ignoring it or praying for a nature that is not your own.

Legendary cellist, Pablo Casals says in his book, *Joys and Sorrows*:

> "Each second we live in a new and unique moment of the universe, a moment that never was before and will never be again. And what do we teach our children in school? We teach them that two and two makes four, and that Paris is the capital of France. When will we teach them what they are? You are a marvel. You are unique. In all of the world there is no other child exactly like you. In the million years that have passed there has never been another child like you... You have the capacity for anything...we all must work—to make this world worthy of its children."

I adore that passage and the message it carries, but I know full well that we will not be successful in teaching our children what we as adults do not yet know for and about ourselves. When we begin to nurture what is in our nature, without comparing ourselves to others, we will do better than teach children that they are marvels, we will model "marvelousness!"

Move The Elephant Away From The Pole

By force of habit we often allow *who we have been* to determine *who we shall become*. We erect boundaries around our creative imagining, lest they venture too far beyond the boundaries of what we have already achieved. In this way we hold ourselves hostage to our past and rein in our possibilities. Imagination is simply not invited to this party! We become like the elephant who, when tied to a pole by a rope that is two yards long, will learn to live within two yards of the pole. Even when the length of the rope is increased by a mile, the elephant will stay within those two yards.

Perceptions of ourselves can become like a rope tied to a pole of limitations. Expanding the visions of ourselves will only serve to increase the rope, but believing in and moving into that vision is what will move us away from the pole. We don't ordinarily view ourselves standing against a backdrop of infinite possibilities. We are much better at viewing ourselves with our limitations in the foreground. We set our expectations based on the self-imposed boundaries that hide from us our own potential. These expectations can easily become our real limitations.

It is a mistake to draw conclusions about potential ability solely from past experience. No one would look at a healthy infant and say he will never walk or talk, simply because he hasn't done so before. While it is important to value what we have already learned to do, it is equally important to recognize that we are still in the process of growing. We all have undiscovered talents.

William James once suggested that most people live in a very restricted circle of their potential being, making very small use of their resources, much like a person who out of his whole body organism should get into the habit of using and moving only his fingers. I suppose it is both a curse and a blessing that we are not fully aware of our potential; a curse because so much of our potential is wasted; a blessing because our one small lifetime would seem to us even shorter with the backdrop of our possibilities.

Embrace Both Your Limits and Your Potential

Everything in the universe has a nature, which means limits as well as potentials. Sometimes we are frightened of our capacities because they bring a sense of obligation to use them. But stronger than that fear must be the hope of faithfully making the most of our talents and cultivating the seeds placed in us by the Divine.

With equal strength, we must accept our limits, for they are also gifts. Choreographer, Leon Danielian was quoted in "Artists Speak" saying, "I don't want a machine in a dancer. The flaws of an individual are sometimes so marvelous."

Working with one's limits is a truth well known by people who work daily with the things of the world. Making pottery, for example, involves more than telling the clay what to become. The clay presses back on the potter's hands, telling the artisan what it can and cannot do.

Thomas More speaks to the importance of responding to our limitations in this passage from his book, *Original Self*:

> "Our neuroses are the raw material out of which an interesting personality may be crafted. They are sometimes dangerous and debilitating but nonetheless valuable. They are the basic stuff of the soul in need of lifelong refinement. Working this annoying and embarrassing material for a lifetime is a realistic work compared with the search for psychological hygiene—ridding ourselves of failure and confusion. Not wallowing in our limitations but creatively dealing with them as resources for a vital life, we arrive not at shallow self-acceptance but at profound love of the soul, which its rich mixture of the good and bad, is the starting point of a creative life."

In the ongoing creation and unfolding of livelihood, we must pay attention to the material we are working with, the medium of our lives, accepting with wholeheartedness both our limitations and our potentiality. And with humility, remembering how the towering oak comes from such a tiny, seemingly insignificant nut.

I am reminded of this wonderful passage from the Danish philosopher and theologian, Soren Kierkegaard:

> "If I were to wish for anything, I should not wish for wealth and power, but for the passionate sense of potential, for the eye which, ever young and ardent, sees the possible. Pleasure disappoints, possibility never. What is more intoxicating, sparkling and fragrant than the wine of possibility and human potential?"

Celebrate The Differences In Our Gifts

It is so wonderful that every creature on earth has been given what they need to be what they are. It's just too bad that we humans, with our need to organize and systematize the world have to muddy the waters. To the extent that we can celebrate our own unique talents of one another. And with that appreciation for how we are unique, we will also accept how we are different.

The importance of valuing the differences in our giftedness is captured in this classic fable called "The Animal School" written by educator Dr. R.H. Reeves:

> Once upon a time, the animals decided they must do something heroic to meet the problems of a "New World," so they organized a school. They adopted an activity curriculum consisting of running, climbing, swimming and flying. To make it easier to administer, all animals took all subjects. The duck was excellent at swimming, better in fact than his instructor, and made excellent grades in flying, but he was very poor in running. Since he was low in running, he had to stay after school and give up swimming so that he could practice running. This was kept up until his webfeet were badly worn and he was only average in swimming. But average was acceptable in school, so nobody worried about that except the duck.
>
> The rabbit started at the top of the class in running, but had a nervous breakdown because of so much makeup work in swimming.
>
> The squirrel was excellent in climbing until he developed frustrations in the flying class where his teacher made him start from the ground up instead of from the treetop down. He also developed charley horses from over-exertion and he got a C in climbing and a D in running.

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The eagle was problem child and had to be disciplined severely. In climbing class he beat all the others to the top of the tree, but insisted on using his own way of getting there.

At the end of the year, an abnormal eel that could swim exceedingly well and also could run, climb and fly a little had the highest average and was valedictorian.

The prairie dogs stayed out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum. They apprenticed their children to the badger and latter joined the groundhogs and gophers to start a successful private school.

Each of us have had a role in that fable, whether we've played the part of the frustrated duck, the malfunctioning rabbit, the rebellious eagle or the anarchist of a prairie dog. In fact, those of us from large families can probably point to one of each of those characters within our own family!

It's absurd to think of asking rabbits to swim, ducks to run and eagles to cut out all that flying. But it is not equally absurd when we apply the same faulty thinking in the human world, where we are born with distinctive gifts but are asked to operate within the same curriculum within our schools or training centers or within the same job descriptions at work? Rarely does one size ever fit all—neither in clothing nor in community.

Have you ever seen the person who had all of the potential in the world to more than exceed the expectations of the job, but who could not "fit" the uniformity of the job as required by the employer? In the end, it's not just the employee who loses—the employer loses as well. A world of conforming, average-producing eels is really smooth to administer, but it does not produce the creative, vital results that organizations today need to stay competitive and on the edge. The one-size-fits-all workplace does not invite the intelligence, imagination or passion of its members. Without bringing these qualities, the employees leave their spirits at the door in the morning and attempt to embody them again at the end of the day. I think we call these places "training ground for their competitors," for surely those employees who have "real" gifts to give will find a place where those gifts are valued.

It is essential not only to recognize and value our own unique talents, but to see and acknowledge the talents of those around us. As parents, siblings, neighbors, friends, and co-workers, we can help to boost people's confidence and their belief in their own unique abilities by celebrating in each person what we see as their personal brand of genius. Everyone has their own natural abilities—taking the time to recognize and acknowledge those in the people with whom we live and work is one of the finest gifts we have to offer them.

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Find The Context For Your Genius

One of the core principles I live by and have leaned on throughout my career as a job developer and as a trainer in the field of employment and training comes from a quote from the incredible Buckminster Fuller. He said, "Everyone, in the right context, is a genius!"

I love that! And I also believe it. In fact, that is one way of posing the great challenge in life—to find the context for our genius. The Buddha taught that "Your true job in life is to find your work and then, with all your heart, to give yourself to it." One way to approach that challenge is to look first at your gifts, and then to ask the question, "In what context would these gifts be considered valuable and, in fact, ingenious?"

Martin Luther King once said, "Questions are everything. The questions we ask in life will shape our destiny as clearly as the skeleton shapes the body." I have taught thousands of people in the last fifteen years how to turn the whole employment equation on its head and to look at the world of their possibilities for work with new eyes and a new heart. The essence of the perspective I teach is a simply but essential change in questions.

The traditional question the job seeker asks is something to the effect of, "What does the world need and how do I somehow make myself look and act like what the employer is asking for?" The question I urge people to ask is "Given my native talents, capabilities and potential, what are the problems I can solve or the benefits I can bring to an organization?" Once a person has a handle on that question, the second question is "Who has that problem and doesn't know it yet?" Or "Who could benefit from my talents in a way they have not yet imagined?" I then provide tools for developing what I call an *employment proposal*. It is a very concise, one page marketing tool which includes the following elements:

A. What the person has to offer the business and the benefits it will bring

B. A summary of the skills, abilities and expertise that the person will bring to the job that is being proposed

C. The person's employment conditions

The employment proposal is really nothing more than a cover letter for a job that doesn't yet exist. The cool part is that the person designs the job around his/her particular needs and desires in the situation and names his/her own price. Better yet—there are no other job seekers competing for this newly-proposed position! I give a thorough review of writing employment proposals in my book *Beyond Traditional Job Development: The Art of Creating Opportunity.*

If the business has not considered such an idea, and the proposal does its job of showing how the investment in the position will make or save money or otherwise profit the organization, the person may be considered and invited for an interview. If the business has already hired someone to perform that function or they have addressed the problem in another way, the person has still taken to the opportunity to introduce him/herself and has found an innovative way to step foot into "the hidden job market." It is a no-lose proposition. Obviously, the employment proposal is as effective a tool for job upgrading as it is for job creation.

Can you imagine what a world it would be if we all took more initiative in creating the kind of workplaces and positions that invited and welcomed our giftedness and unique brand of genius? But we have to see it first, for ourselves, before other people will recognize it for us. There is a myth that perhaps, if we are lucky, we will be "discovered." Like somebody who is walking down the street one day and Steven Spielberg or George Lucas just happens to catch a glance of you and says, "Hey you, you've got just the face I want for my next Jedi princess!" I don't think so. We have to discover ourselves first.

Bring The Medicine Of What You Love

Jesus once said, "Where your treasure is, there will your heart be also."

What we love, appreciate, and are drawn to in life is the gift we bring to the human table. It is our treasure. In native traditions what one loves is thought of as one's "medicine" for the tribe. From that perspective, if we love to laugh, our medicine is humor. If we love to grow flowers, the iris or the lily may be our gift. What a wonderful way to mine the gold in our lives—we need simply to pay attention to what we love. One of my favorite poets, Mary Oliver, expresses this beautifully in the opening lines of her poem entitled, Wild Geese. She says:

You do not have to be good.
You do not have to walk on your knees
for a hundred miles
across the desert repenting.
You only have to let the soft animal
of your body love what it loves.

Oliver entreats us to trust the gravity of what we love in the same way that the wild geese trust the instincts of their own migration. She suggests that it is through what we love that "the world announces our place in the family of things." Writer, Annie Dillard, reinforces this idea through the telling of this story about the connection between what we love and our vocation:

All we are, said the Buddha, is a result of what we have thought. Wayne Muller in his inspiring book, *How Shall We Live*, suggests that Buddha might have added: All we are is a result of what we have loved. He writes,

> A well-known writer got collared by a university student who asked, "Do you think I could be a writer?"
>
> Well, said the writer, I don't know…do you love sentences?
>
> The writer could see the student's amazement. Do you love sentences? I am twenty years old and do I love sentences? If he had loved sentences, of course, he could begin, like the joyful painter who when asked how he came to be a painter replied, "I love the smell of paint."

> "What we love draws us forward and shapes our destiny. Our love teaches us what to look for, where to aim, where to walk. With our every action, word, relationship and commitment, we slowly and inevitably become what we love."

What we love has tremendous power in our lives. It becomes our center of gravity. I also believe that it is what we are here to teach. When we love something, we feel the truth of it, we touch its deeper nature. There are so many things in the world that we have neither the time nor the ability to love, and thus, we remain ignorant of them. But those things we love, we learn about and we teach. Those who love children show us things about our own that we may have never seen. Those who love music help us to hear the subtle sound of a violin in a song which we never would have recognized. Those who love cooking unlock the succulent secrets of food. (My friend who is an arborist has taught me more about fungal infections of trees than I ever really wanted to know!)

Have you ever noticed that what we love, in essence, becomes our medium for communicating and expressing ourselves in the world? It becomes our native language. For Anne Morrow Lindbergh, it was the sea. For Hemingway, it was the bulls; for Melville, the whale; for Matisse, color and shape. For Georgia O'Keefe it is flowers, for Ansel Adams, the black and white images of mountains and streams. In thinking about the people closest to us, it would not be difficult to quickly identify the language they use in the world—it is simply an extension of what they have loved. It may be the language of the piano, a paintbrush, or of poetry—but we all find our medium through our connections of the heart.

How do we nurture
what's in our nature
and trust a greater force,
To lead us simply by the heart
and take a wiser course?

We must remember that we grow into selfhood. We cannot force this growth nor engineer it with any amount of analysis or careful career planning. I think we discover (or uncover) our vocations, bit by bit, through the process of living and working and by paying attention to what in this process draws us, moves us and brings us more alive. In that way, learning to pay attention to our own likes, dislikes, longings and yearnings is as essential a life skill as any other that we may ever hone. For how else will we ever come to know and embrace our unique brand of truth or hear our hearts calling to us?

To live wholeheartedly, we must not deny the gravity of what we love, but learn to be silently drawn by that irresistible pull. The gifts and talents that are our "medicine" do not have to be added or invented. The seeds are within. All we can do is create the right circumstances for its germination, be faithful to our talents and obey our dreams.

To all the powers that we hone,
let's add an element of trust
That each of us are acorns, too,
that there's an oak in each of us.

To Ponder And To Practice

- Think of someone in your life who seems to be living true to his/her nature, in alignment with his/her gifts and abilities. What do you think enabled this person to discover and create a life true to his/her gifts? How is your life similar or different to that person?

- Think of someone you know who is living *outside* the realm of his/her truest gifts? What do you think might be preventing that person from living in concert with his/her truest nature? How is your life similar or different to that person?

- What is a talent you have that no one at your workplace knows about yet? How could you incorporate it into your work?

- What skill would you really like to develop more fully? Ask two people in your field whom you respect for their suggestions on how you might go about doing that.

- What skill or ability do you have that is under-utilized at work but that you can put to use outside of work?

- What personal qualities do you possess that make your presence at work valued and appreciated?

- What would you *most* like to be appreciated for at home and at work?

- Make a list of ten ways that you love to spend your time. See if you can incorporate these into your current work situation or your next work opportunity.

- What activities would you engage or participate in if you weren't concerned about whether or not you were good at it?

- Our deepest joy will come from living a life in keeping with our gifts. While our desires are things of the moment. Our abilities are permanent, and their demands never cease. If you've found yourself bored lately, consider how that boredom may be a cry or a plea from your unused talents.

- It is said that every talent we have will surface in us as a need…like fish need to swim. What skills or abilities do you have that feel more like "needs" at this point then luxuries?

- It is a blessing and a curse that we don't always know our calling. Part of our migration is the finding out. What is it you are called to, beneath all your career planning and stated ambition?

- Draft a resume based on your potentials rather than your credentials.

- Consider an organization or a business to whom you might write an employment proposal which would provide a great context for your genius. What would you propose?

- It is said that a spiritual calling contains four elements: a gift, a delight, a need, and a discipline. Think about your own work or role in life. Does it contain these four elements? If not, which is missing?

- In the context of Native American wisdom, what medicine do you bring to your tribe?

- Choose a habit or routine that will symbolize your desire and intention to live in alignment with and loyal to the gifts you have been given in life.

- Find a quote from someone that speaks to your desire to bring your finest gifts and talents to life's table—to proclaim your passions and follow your dreams. Post it in a place where you will be reminded of this promise to yourself and to the world.

- Given everything you have read in this paper, what do you want to *keep* doing? What do you want to *stop* doing? What do you want to *start* doing?

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Capitalizing on Chaos and Complexity: Conquering the Career Change Challenge

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It is imperative for professionals in the career fields to remain on the cutting edge of major changes in our world. Individual careers directly reflect the overall issues of the larger workplace environment, which, in turn are impacted by the accelerating changes in the broader world. These must be studied, evaluated and, if judged valuable, factored into our career work with individuals.

The purpose of this paper is to introduce what is being labeled the "new science" – more specifically, the theory of chaos and complexity – and relate this to the uncertainties of our current workplace and the individual in the career change process. The goal is to help clients create the insight and confidence to capitalize on the chaos that might otherwise paralyze or terrify them as they are thrust into a "dark night of the soul" of massive unexpected change. This insight is important now and for the future!

The necessity to change and redirect our careers, perhaps multiple times, is a reality. Though predicted by futurists for three decades, it only now is reaching center stage for most Americans. This can be unbelievably difficult for adults reared to revere a linear career path based on stability and certainty. Interestingly enough this clockwork system directly reflects the earlier model of science which is increasingly being questioned by contemporary scientists from all fields.

Mainly since World War II, our culture has defined the career success formula as "One Life Equals One Career." Even more confining, our career dictated our identity – who we were for life. This was very narrowly defined whether the corporate Type A, usually male; the highly trained professional - the lawyer, doctor, teacher - or the blue-collar worker. Career success was usually narrowly bound to increasingly higher levels of money and status.

The age of machinery fit this model and the universe was viewed as a machine – simple and uniform. This concept shaped science and spilled over into other fields. This machine age has screeched to a halt and we are being forced to "confront the painful limitation of the machine model of reality" according to Toffler in his introduction of Prigogine's book, *Order Out of Chaos* (p. xiii).

Sanders (p. 136) states that this new paradigm "acknowledges and enhances the messiness of social, economic, demographic and political phenomena as well as emerging events and issues." It recognizes that in a non-linear world made up of complex adaptive systems, chaos, complexity and change are norms.

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This traditional model expected and accepted by millions of Americans is currently colliding headlong into the realities of the outgrowth of the "future shock." Toffler thrust this term into our vocabulary in 1970. He forecast its coming and defined it as disorienting, shattering stress and overwhelming unexpected change parachuting us alone and without a map into a chaotic, unknown world. Here the current reality forced on us and our former expectations, values and rules violently clash.

The resulting "Career Shock," a complex and painful splinter of future shock, cannot be solved with outdated solutions. To combat the resulting uncertainty of unrelenting change, it is essential to examine and integrate new understanding and awareness from the science of change, chaos, and complexity into the practical but creative philosophical use of our adult clients in the career change process.

These insights can become a critical first step to the innovative thinking absolutely essential for the individual, and for their counselors and teachers, in the 21st century Grail search for career, meaning, money, creativity and control.

It is essential for today's adults to realize and accept that they can capitalize on the current chaos and unrelenting change and complexities. Capsizing or mindlessly and hopelessly coping are not our only options! To accomplish this, it is necessary to: 1) Define and understand the basic concepts of the chaos and complexity theory, and 2) Gain specific steps and strategies for capitalizing and gaining coherence in our uncertain work world. This application of the chaos theory will be important where change is the only constant and continuous adaptation, anticipation and visualization of unseen patterns are important.

Chaos/Complexity Theory

The terms random, unpredictable, non-linear, dynamic, complex, turbulent, chaotic, and uncertainty describe the Chaos/Complexity Theory, which has become a symbol of the science paradigm shift gaining recognition in our world. Defining the theory of chaos and complexity takes us directly to gaining insight into the dramatic changes which have taken place in the sciences in the last twenty-five years. This includes physics, psychology, mathematics, economics, biology, and meteorology, computer science, education, medicine, humanities and business.

"Few layman realize how highly compartmentalized the scientific community had become, a battleship with level heads sealed against leaks" according to Gleick (p. 31). Now all that has changed. Physicists, mathematicians, biologists, and astronomers have created an alternative set of ideas. Gleick continues, "Simple systems give rise to complex behavior. Complex systems give rise to simple behavior" (p. 304). Laws of complexity hold universally, caring not at all for the details of a system.

Just for background, the revolutionary discoveries in the chaos theory, quantum physics and biology are rapidly overturning our science paradigm, which has ruled for centuries. These ideas come together in the 17th and 18th century and are called Newtonianism or classical science. It pictured a world in which every event was determined by initial conditions that were, at least in principle, determinable with precision. It was a world in which chance played no part and all pieces came together like cogs in a cosmic machine. There were no wild cards or if they were, they were ignored! The emphasis was on stability, order, uniformity and equilibrium. With the transition from our industrial society based on heavy inputs of energy, capital and labor to a high-technology society in which information and innovation are the critical resources, it is essential and not surprising that new scientific world models should appear. A major scientific revolution has begun, a new paradigm that rivals Darwin's theory in importance. At its heart is the discovery of the order that lies deep within the most complex of systems, ranging from the origin of life to the workings of giant corporations, and to the rise and fall of great civilizations.

The chaos theory demonstrates the capacity of certain chemical systems to dissipate and to regenerate to higher levels of self-organization in response to environmental demands. The older mechanistic models of natural phenomena, fluctuations, and disturbances have always been viewed as signs of trouble. Disruption would move quickly and bring on the decay that was the inevitable future of all systems.

We now realize that disorder can play a critical role in giving birth to new, higher forms of order. From the chaos/complexity theory we now begin to glimpse an entirely new way of understanding fluctuations, disorder and change. There is a direct connection between order and chaos. They are mirror images, one containing the other, and a continual process where a system can leap into chaos and unpredictability and yet within that state be held within parameters that are well-ordered and predictable.

Over twenty-five years ago, I encountered the new developing theories from science and physics that provided me professional and personal insight for understanding and accepting change. These were the scientific theories and writings of Kuhn, Toffler, Capra, Ferguson, and Prigogine concerning the changing face of science and the scientific and cultural revolutions. Reading these authors provided powerful insight that freed me to explore alternative views of reality in the change process.

Specifically, the early research of Ilya Prigogine, who became the 1977 Nobel Laureate in chemistry for his theory of dissipative structures (the early basis of the chaos theory), was important to my insight into change. He found that most self-renewing organisms will eventually break down, fall apart, or die off. The new can then grow in their place and take the organism to a higher level. This self-renewal is the essential characteristic of all self-organizing and self-renewing systems. Human beings, unlike machines, are highly self-organizing, self-renewing organisms. The renewal does not occur, however, unless the former model or standard breaks apart.

This is how Toffler (p. 214) summarizes Prigogine's main contributions: there comes a moment in time when, due to whatever fluctuations and pressures, an old structure reaches the point of revolutionary transformation. At that moment, chance operates. The system can go in any number of directions. Then once that critical next step has been taken, chance has done its job and the system veers in one direction or another crisis of structure. This translates into the crises frequently initiating transitions which involve relinquishing parts of the past and taking hold of the future. The work of a career professional is to help the client determine what to hold firmly and what to turn loose of. This is the critical issue for adults forced into a re-careering process either by the unavoidable loss of the former career or by a psychological shift that dictates the career change.

Prigogine was a practicing physical chemist and a trained musician who had originally considered studying psychology. Consequently he saw this self-renewing theory applying not merely to science but also to philosophy and to the human condition. Since his early work in the 1970s, the chaos theory is now applied to literature, the environment, education, the stock market, the medical field, business, and the social sciences.

Scientists began to see chaos in all kinds of natural phenomena. Earth scientists, physicists, and biologists used chaos theory to explain many things. Brain researchers, computer designers and neuroscientists joined them.

In the 1990's the chaos theory grew into scientific complexity – one that said chaos, the breaking apart, was just the first step to something much bigger. The difference may seem blurred but the chaos theory describes how a simple, repetitive interaction can produce a rich structure. A complex system has harnessed chaos, rather than to be merely produced by it.

Toffler, in the forward to *Order Out of Chaos*, says that one of the most highly developed skills in contemporary Western civilization is dissection: the split-up of problem into the smallest possible components. "We are so good we often forget to put the pieces back and this is especially honed in science" (p. xi).

The new science of chaos and complexity has shown us the importance of looking at the world as a whole system, rather than a collection of deterministic rules.

This change is a vital part of our growth as we build a new identity or system and move toward a higher level.

For my work, Prigogine's theory of dissipative structures was a key to understanding the nature of change, recognizing and accepting its value, and conquering the fear of it. To understand change in our careers and ourselves today, it is helpful to relate this theory of chaos to the disorder that seems to come suddenly from nowhere. Where once all was predictable, now there is confusion and complexity. Perturbations and shifts that have appeared so small, incidental, and random, hardly worthy of notice, suddenly loom as major disorder, creating changes quite different from those anticipated at the starting point. Small shifts can eventually create great change just as, theoretically, the flutter of a butterfly's wings in California can eventually create a thunderstorm in Europe.

There are two prime features of the study of chaos and complexity that are helpful in understanding and accepting the value of change: 1) unpredictability; and 2) the variation of initial values, or the starting points. In chaotic behavior, when the initial conditions begin to change, the difference, though quite small, can increase rapidly, leading to dramatically different pictures of the same process. In other words, when we are seemingly in a stable state, changes that start out as barely noticeable or identifiable can very quickly multiply. These may be small changes in our existing systems, or our individual worlds can create many different political, social or biological systems. Today, with so many possible rapid and increasing changes from all directions and all fields, it seems impossible to predict where major shifts, with their disorder and chaos, will hit us next. It will certainly require all our foresight, intuition, and creativity to maintain a measure of control.

Thus, predicting results in a chaotic system such as our current work world is relatively difficult, and perhaps seemingly impossible, because measuring the initial conditions with infinite precision is not possible. Reality and prediction may seem to have little in common. However, to my initial amazement, chaos, in all its seeming complexity and random patterns, actually has an identifiable pattern and order, and is not totally random. It can actually be tracked and graphed.

In dealing with the chaos and complex issues of careers, it is necessary to learn how to act creatively in the face of uncertainty and this early disorder, as we are consciously searching for the basic fundamental order. While the reality of the future is unpredictable, it can be more manageable than we might initially believe. From science we know that microbes that learned how to cooperate with changing forces of a chaotic world, instead of going underground, brought a new level of complexity into existence. If we can learn how to identify, cooperate with, and integrate the changes in our workplace, we can certainly flourish.

Of course, another option we can take during this chaotic period is to try to go underground to hang onto our status quo, to try at any price to escape the complexity of change, forfeiting our creativity and career dreams and certainly not advancing. Choosing to change and find the order in the disorder is the wise choice ultimately, but it doesn't always assure immediate success. This is not a quick-fix process.

But if change for the better happens quickly and easily, maybe it is only temporary. We soon may find ourselves unconsciously reverting to our former status and remaining there. This can be avoided by not making a premature career decision in order to escape the immediate pain of a work situation. Change that is real and workable can take time – "Only that which is deeply felt can change us. Penetrating to the roots of fears and doubts, we can change radically" (Ferguson, 1980, p.36). It is on this level that we must travel to change careers.

Chaos, Complexity and Change

In summary, chaos is not random, senseless disorder. It initiates change and renewal at a higher level. Strategic thinking must begin as a non-linear, intuitive process. Change is the result of new forces disrupting old patterns. Scientists, in exploring the disorderly side of life, have found that change is the result of new forces disrupting former patterns. Out of these changes, new patterns are formed. It is a cycle of disorder, complexity, and order.

When in a changing situation, we often see our situation as a free-fall into an abyss. The chaos theory verifies that from the fall of the old pattern comes the new. While chaotic, it represents an opening, an opportunity to change, to look at the deeper structure.

Chaos is everywhere: in our society, our home lives, our work lives, our profit and non-profit organizations and institutions, in science, all a far cry from the formula age of the 1950's.

Handling our chaos, bringing order to what apparently seems random disorder, finding the order that exists on a far deeper different level – the constant within chaos – requires a different way of thinking from the pattern learned in the past. Non-linear intuitive strategies, systems thinking, must be cultivated, learned and accepted in any important decision-making. This is the critical time to balance out both ways of thinking, not "either/or" but "both/and," we must see the forest *and* the trees, the conceptual – the overall "big picture" as well as the detailed related parts.

Stepping back and pondering the reality of the environment, the world in which careers will be practiced; we need to realize the following:

1. To discover and explore creative order in chaos, a longer-term perspective is important.
2. Non-linear thinking is essential in tracking trends.
3. Look at the whole – not just the parts.
4. The relationship and interactions between order and disorder: change is a result of the two.
5. A small event in one sector can cause great turbulence in another.

We are living in seemingly a time of the "Rise and Fall of Practically Everyone." Consequently, fear drives many today! TURNING CRISES, COMPLEXITY, AND CHAOS INTO RENEWAL AND OPPORTUNITY IS OUR MAJOR ROLE.

If we want to really understand ourselves we must understand the world in which we live since we are part of that system – not separate. So the process to knowing ourselves from a deep viewpoint is to catch reality glimpses of the changes happening in our world. Someplace in my humanities background, I learned that to understand a person, a people or a culture, we should ask ourselves: How do they view their god, their maker, their fellowman or the community, nature, the environment and time? To deeply understand another, I ask myself these questions.

When my life was in great chaos and I was attempting to at least understand it, I began to comprehend that what was happening in my chaotic state was a reflection of much greater complexity in the world. Turning the mirror outward and searching – I was astounded at how my life was reflecting what was happening on the outer edge of the world, far from the expected standard. Over and over, or so it seems, I have reflected or mirrored what is coming in the future for others. It seems I am 10 to 15 years ahead of my time. This is now probably five years out since the clock seems to be running faster.

Perhaps as we work with our clients in the uncertainty of career change we can use this father's advice to a son on riding a horse: 1) Go in the direction the horse is going, and 2) When it's dead, get off.

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The Impact of Divorce on Career Development

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Goal

To explore the unique career issues individuals confront when involved in a divorce including issues related to: 1) divorce laws in California, 2) the supporting partner, 3) the supported partner, 4) children, 5) the career counselor as part of a professional team.

Introduction

With over 50% of marriages ending in divorce, career counselors need to be aware of the special issues that confront partners who are contemplating, in the throes of, or in the aftermath of a divorce. Many of the partners, whether they were supporting, supported, or equal contributors in producing income during the marriage, are still "walking wounded" as they trudge from the battles of divorce and confront the need to contemplate and decide upon new or transformed career paths. In many cases, because they may still be dealing with fear, anxiety, depression, and anger, they are not emotionally ready to make solid career choices, particularly if they are required to undergo a court-ordered vocational evaluation as opposed to making their own choice to utilize career counseling services.

However, usually, the further the partners are from separation, the more ready they are to consider career issues.

In addition, career issues are often influenced by legal statutes, financial/economic status, child-care considerations, medical problems, age, gender-related issues, and a host of other factors that require the career counselor to work in cooperation with other professionals in order to best serve the career needs of a divorcing/divorced client.

Career Counselor vs. Vocational Examiner

It is important to make a distinction between the role of career counselor and that of the vocational evaluator. While the career issues may be the same, the role of the counselor is different. Career counselors serve as client advocates, helping them form realistic career plans, encouraging them to dig deep to uncover their passions and skills, and guiding them to career fulfillment. Vocational evaluators serve as neutral information providers to the court, regarding employability and earning capacity. Evaluation reports often serve as helpful resources as clients formulate career plans. However, career counseling is often the by-product of the process, and not the primary goal.

Divorce Laws

California divorce laws, as they relate to career/work issues, have changed in recent years. As an unintended consequence of the women's movement, there is now legislation that each party in a divorce will make every effort to contribute to his/her own support as well as to the support of minor children. The legislature's intent in enacting the original statute in 1982 was, in part, to encourage parties to become self-supporting and less dependent on continuing financial ties to a failed relationship. Further legislation has been passed stating that in short-term marriages, or marriages of less than 10 years, the duration of spousal support will be half the length of the marriage.

In the late 1980's, cases such as *Marriage of Gavron* increased the use of the vocational examination as a process to make formerly supported partners aware of the obligation to demonstrate reasonable diligence in making efforts to contribute to their own support. Further, family code states that individuals in divorce cases must make "reasonable good faith efforts" at job training and placement and that these efforts may be one of the factors considered by the court as a basis for modifying or terminating spousal support.

Issues of the Supporting Partner

Especially with long-term marriages, one partner, usually the male, is the supporting partner the "payer," and the female is the supported partner. However, there are all kinds of variations, and we have seen many more men in the last few years who have been "house husbands."*

Often the supporting partner in a divorce may be in the process of reevaluating his entire life. He may become interested in spending more time with his young children. Or, if he is petitioning for joint custody, he may want to show that he is available to his children, and so he begins working fewer hours. Even if children are not involved, a supporting partner may want to make a career move that will lower his earnings, or he may want to retire and work part-time, or not at all.

On the other hand, often out of resentment or anger towards the estranged/former partner, supporting partners may play games to depress their incomes, so as not to pay as much or any spousal support. These games are often very hard to uncover, especially if the supporting partners have their own businesses, professional practices, or other complicated sources of income.

Issues of the Supported Partner

Sometimes, because of support payments, community and/or separate property, the supported partners do not financially need to work, and in many cases that involve young children, even if they may need extra money, they choose not to work until the children are older. Even when children are not a factor, supported partners may have no intention of going to work. The work of the career counselor in such legal cases is to determine employability and earning capacity of the client so that the court can impute income to the supported partner. How much could this person make if she were to go out into the workplace and look for a job? What education and training is needed, how long will it take and how much will it cost?

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*Gender-specific pronouns are used to reflect the majority of cases in our practice.

What may be viewed as punitive legislation by women of an older generation, is not necessarily true for a younger generation that has generally expected to be part of a dual wage-earning family. Not only have current societal norms changed women's long-term career vs. family expectations, but economic realities have also shifted, impacting the amount of time most women can afford to stay out of the work force. Many younger women were raised with the expectation that they would not only need to become financially self-sufficient, but that they would also benefit psychologically from working outside of the home. And, today's younger parents, either male or female, who opt out of the workforce to raise children, tend to view their exit as temporary. On the other hand, older women often viewed their roles as stay-at-home moms/wives with greater permanence, even after the children were raised and often with the approval and sometimes at the request or demand of their partners.

Age becomes a factor in a divorce, not only as it relates to the psychological/societal attitude of the partners in a divorce, but also as it applies to ageism in the workplace. Older partners or partners who have been out of the workforce for many years, often decades, are faced with a triple whammy: a minimum of recent work experience, a lack of computer proficiency, and a marketplace that often excludes older workers from entry-level positions.

Child-Related Issues

According to an article in the July 30, 2002 *Los Angeles Times,* in a Columbia Teachers College study sample of white, mostly middle-class families across the country, 55% of mothers were working full-time by the time their children were three months old, and 75% by the time their children were nine-months-old. Although many of those mothers are working because of financial need, studies conducted at the Wellesley Center for Research on Women show that women who juggle both family and work responsibilities often experience less stress and are more satisfied with their lives than women who stay home full-time. In addition, research shows that women with multiple roles, such as mother and wage earner have increased self-esteem and suffer fewer bouts of depression than full-time homemakers. Work offers women not only income but also adult companionship, social contact and a connection with the wider world that they cannot get at home.

While joining the workforce can be liberating for some women, those who are forced to do so, especially because of divorce, are often confronted with self-doubt and anxiety about their futures and in particular, their job-related skills. In addition, they are faced with the pressure of finding either full or part-time care for their children while they are riddled with guilt and/or worried about the well-being of their children who are usually feeling particularly vulnerable and insecure.

While this combination of self-doubt, anxiety and guilt can easily paralyze a client, the career counselor can provide the much needed encouragement and guidance to help the client break down all of these seemingly overwhelming concerns into do-able steps that can be tackled one at a time. Once the career counselor helps the client to identify transferable skills already developed, skills that need to be developed, and/or education and training needs, the client and counselor can begin to develop a realistic set of criteria for suitable employment that can begin to alleviate the client's anxiety and bolster her confidence. Ultimate success would be for the career counselor and client to develop a plan that would combine work with minimal time away from children. But income requirements and employment options don't easily provide such a win/win scenario and this reality may be hard for clients to face. This is where the creativity and skill of the career counselor are critical.

Career Counselor as Part of a Professional Team

While career development is one significant area of life development, particularly in a divorce, the direction of career counseling is often influenced by existing issues including mental and/or physical health, financial status, and family issues that often require the assistance of a team of other professionals. Career counselors may interface with therapists, lawyers, physicians, accountants, previous employers, economists, college advisors, headhunters/employment agencies, and a other professionals to unravel the tangled issues involved in the career development of an individual facing divorce. The critical responsibility of career counselors in these situations is to recognize the role boundaries between the career professional and the host of other professionals, and to make appropriate referrals.

The following, a short summary of events in the life of one of our clients, illustrates the many factors that may affect the client who is being asked to consider career issues.

> During the five years prior to our separation, as throughout our marriage, I was a full time mom/wife. I took care of all of the daily household chores, including bill paying, laundry, shopping, cooking, transporting kids, etc. I have never balanced a checkbook or made a budget. My ex-husband was a manager earning in excess of $100,000 a year.
>
> I am currently going through menopause and have struggled with stress, carpal tunnel syndrome and Epstein Barr and have seen doctors about menopausal and rheumatic problems. I saw a family counselor and a psychiatrist until about a year ago, but I stopped for financial reasons. I was prescribed Prozac and Klonopin by the psychiatrist.
>
> My ex-husband and I had an agreement that I would stay home with our kids. We both grew up in homes where our mothers didn't work. I believe it is especially important to our kids now to have me around, since they see their father only a couple days a month. My kids are my first priority. I am determined to maintain consistency in lifestyle, security, home, etc. for them.

Before the client will be able to fully engage in the career process, there are tangential issues that she will need to address with other professionals. For example, there are very specific financial issues related to this case. It would behoove the client to meet with a CPA to sort out realistic future financial needs resulting from the divorce versus potential expectations or desires, since these do not always coincide.

This case also presents physical health issues that may impact the direction of career counseling. Not only is this client struggling with carpal tunnel syndrome, Epstein Barr, and rheumatic problems, but she is going through menopause. It will take a physician to determine what, if any, work restrictions result from any of these health issues.

In addition to financial and physical health issues, this client is experiencing stress and has been seeing a psychiatrist who prescribed Prozac and Klonopin. Depending on the severity of the emotional issues, and whether they are interfering with career counseling, once again, a referral is warranted. It is very common for a client to work with both a career counselor and a therapist concurrently in order to address barriers impeding the achievement of career goals.

While making referrals, the career counselor should ascertain ways to begin developing a re-entry career plan with this client and may have to make referrals to college advisors. For example, this client left college during her senior year and during the divorce transition, she may be able to complete the remaining coursework for her degree on-line. Finishing her bachelor's would ultimately give her more options as well as opportunities for higher salaries and future advancement.

Career Counselor vs. Mental Health Practitioner

Referrals to therapists is of particular importance, and at times the role differentiation between career counselor and therapist can be difficult to separate. While there is certainly some overlap, there are some significant differences in the professional bodies of knowledge, theories, and skill sets required to fully assist clients. Career counselors play a critical role in the positive career development of their clients by helping them build or regain shaky confidence, recognize and apply their skills, uncover employment opportunities, research industry jobs, and take steps to explore career options.

At times career counselors may provide some of the counseling usually associated with mental health counselors. It is not uncommon for career clients to experience fear and some hesitation as they make important decisions or move in new directions. In order to provide effective career counseling, counselors should not only expect these issues, but should utilize counseling tools for helping their clients overcome these fears. However, despite the efforts of the career counselor, when a client is continually blocked or too depressed to make progress, it is time to refer to a therapist.

To illustrate the point even further, below is a list of examples of how career counselors differ from professional therapists.

1. Career counselors give advice and provide information for support and action. Therapists listen, reflect, and give feedback.
2. Career counselors take an active role as partner in shaping the course of each session in a goal-oriented manner. Therapists usually allow clients to shape each session and often take the role of active-listener.
3. Progress in career-counseling is very concrete. Clients are often assigned homework assignments geared toward the achievement of tangible job/career goals. Therapy can be less concrete. While homework may be a tool used by therapists, especially in behavioral therapy, progress is often subjective and cannot always be easily measured by concrete objectives. Progress in therapy may be embodied in an internal change such as recognition of more positive feelings or a more positive outlook.
4. Career counselors tend to be experts with extensive knowledge of the local labor market, self-assessment tools, resume writing, interview coaching, and job search strategies and

resources. Conversely, while therapists are often skilled at the self-assessment portion of career counseling, they generally don't have the career counselor's practical expertise. Therapists are an excellent resource when clients need help working through the barrier issues inhibiting them from achieving career goals. In addition, when career counselors are working with clients with serious mental health issues such as depression and/or, anxiety, it is their responsibility to refer clients to therapists and suggest that they come back for career services after they begin making progress on their mental health issues. Timing is crucial. Clients cannot focus on career change if they are dealing with unstable mental health.

Summary

The unique career issues people confront when involved in a divorce include the impact of California divorce laws (or the state in which the client resides) and the specific needs of the supporting/supported partner to contribute to his/her own support and the support of any minor children. The role of the career counselor is to identify specific issues and the degree of each client's readiness to fully engage in a career counseling process. In addition, the career counselor must often work as part of a professional team, making referrals to other professionals when necessary.

Conclusion

It is the career counselor's responsibility to consider the unique situation faced by each divorced/divorcing client, and to keep informed about divorce laws and how they impact the career counseling process. Since divorce involves emotional, familial, legal, and financial realities that overlap with career issues, the career counselor must remain sensitive to the individual needs of each client and make referrals and work as a team with other professionals when necessary.

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Career Counseling for the Sandwich Generation

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The Sandwich Generation refers to individuals who have multiple caregiving responsibilities for children under age 18, as well as parents, grandparents or other aging relatives. Employees who are the caregivers cannot help but bring the stress of the situation to the workplace. Seventy-two percent are women, generally between the ages of 35 and 60, a time when their careers may be in jeopardy, a time for support from career counselors and mentors.

Employers are often insensitive to these needs. Eighty percent of Human Resource professionals say that baby boomers are being crunched by these pressures, but 90% say their organization offered no services to caregivers beyond referral.

How are these middle-aged adults faring as they strive to meet the challenges of multiple work/family responsibilities? Existing research suggests that these responsibilities take a toll on caregivers, their family relationships, and on their roles as employees. Consequently, career counselors are in a key position to provide guidance to help members of the Sandwich Generation navigate their multiple commitments to families and employers.

Caring for an elderly family member often involves a considerable investment of one's time, energy, emotions, and in some cases, financial resources. By directing their efforts toward a needy grandparent, caregivers experience a decrease in the resources that they have available for other family members. Research demonstrates that the stresses caregivers experience in their caregiver role are related to poorer outcomes for their relationships with their children. For example, Hamill (1994) found that mothers reported poorer communication with their adolescent children when they felt more burdened in their relationships with grandparents; there was a trend in the same direction for fathers.

Family Friendly Organizations

Organizations that address these issues, offer progressive family benefits and are sensitive to work family conflicts are described as "family friendly organizations." Specifically, these are organizations that (1) help employees manage time pressures (e.g., offer vacation, sick leave, personal leave and flex-time), (2) provide formal programs to encourage family development (e.g., maternity or paternity leave; child or elder care programs), and (3) promote an informal culture that is sensitive to family needs (e.g., allow employees to make phone calls home and take short amounts of time off for emergencies) (Marshall & Barnett, 1994).

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Organizations that have created family supportive environments receive positive attention in the media, and are often included on lists of the "best places to work." Although many organizations have begun to make changes in their benefit packages and have started to witness the positive effects of family friendly environments, others are still reluctant to do so.

One reason for this reluctance is a misunderstanding about the scope of family friendly policies. Many managers, employees, and human resource professionals perceive that large-scale initiatives (e.g., maternity leave, on-site childcare, formal flex time policy, telecommuting, and job sharing) are necessary to help employees balance work and family demands. While these formal programs can be beneficial, they are often costly and time consuming to develop and maintain. Thus many organizations are not able to offer them.

In contrast, there are critical informal aspects of the work environment (day to day flexibility, supervisor support) that are likely to benefit all employees and address work-life issues for employees at various stages of their lives. Given that informal family friendly strategies would be less costly, they are more realistic for small or medium sized organizations, and are things that employees can explore within their own organization.

Informal organizational changes may have the most profound impact on work and family conflict for Sandwich Generation employees because they affect their day-to-day activities and perceptions. Furthermore, when employees take advantage of informal "policies" or support systems within their own organization, it helps to reduce conflict and contribute to positive feelings about work life (e.g., Families & Work Institute, 1993). Some key components of supportive work environments include (1) day-to-day flexibility (e.g., through increased autonomy and decision flexibility), (2) supervisor and co-worker support, and (3) employee-supportive management policy. Each of these types of support has the potential to help all employees balance their work and personal life.

Both Formal and Informal Programs Help

Employees who are juggling the multiple roles of work and family can reap the benefits of both formal work-family programs and informal policies in numerous ways. Specifically, they can obtain access to formal policies and programs by exploring the types of benefits that their employer offers. For example, some organizations may have extended maternity leave, child-care center connections, eldercare referral, part-time work availability, telecommuting options, and job-sharing options. Often, employees are not aware of these options within their organization and therefore do not utilize them to their potential.

Second, employees can explore informal aspects of their organization in terms of possible changes that may not be part of a formal program. For example, an employee can work with management or with human resources to determine ways that they can increase their job autonomy, improve supervisor support of work-family issues, or increase their schedule flexibility on a day-to-day basis. Often, an organization will make changes in the schedule or workload of a valued employee so they will not lose the employee. For example, even if part-time work or job sharing is not the norm within an organization, a manager may set up a new program to avoid the turnover of a highly qualified or knowledgeable employee. If work-family concerns can be addressed, it will not only benefit the employee, but also the employer.

Career Counselors:
Helping to Navigate Care-giving and Work Responsibilities

Career counselors can provide important professional services to those in the Sandwich Generation. The client can be given options for continuing in the organization, although perhaps serving in a different capacity. Counselors can provide strategies for dealing with the employer, for appreciating the value of changing roles, and for becoming aware of the managerial skills being used and their value in the workplace (Crosby, 1991). Career counselors who have family experiences will be able to offer special insight. While caregivers are not a majority in the population, many, especially the "baby boomers," will go in and out of caregiving roles as children and elders age and responsibilities vary. The demographics of this era show that a multigenerational workforce has changed throughout the life-cycle, with different needs surfacing, many without warning (Kingsmill & Schlesinger, 1998). A telephone call that Dad has had a bad fall or that a teen has had a car accident can disrupt any workplace. Flexibility is required of both employer and employee when this happens.

The Employer-Employee Relationship

The Sandwich Generation caregiver has double the burden compared to other employees. If the employee is in a supportive workplace, problems can be resolved. When these emergencies occur, the caregiver/client must explain the problem to the supervisor (Bravo, 1995). This can be difficult in a hostile workplace, but it is essential. It is folly to mask the true reasons for family needs. Employers must recognize that the human condition is not perfect, and that everyone has family difficulties. If more is known in the workplace about individual needs, perhaps the one who has the crisis will feel some support. Personal questions are illegal in the hiring process. Therefore, many persons prefer to keep family problems hidden. Secrecy fosters suspicion among peers at work, as well as supervisors, causing guilt for the employee and a loss of productivity. Employees who explain their care giving responsibilities are sometimes surprised at the empathy and cooperation of employers.

The Need for Flexibility

Negotiation is important. Many flexible work-time options exist. The career counselor can provide the framework for the client to choose the best arrangement (Bravo, 1995). The main focus for the whole exercise will be for the work to get done (Kingsmill and Schlesinger, 1998). A proposal can be made that delineates responsibilities to others when the employee is absent, requiring agreement from peers on site. The peace of mind for the caregiver, which results from these arrangements, can improve the mental health and morale, as well as boost the caregiver's productivity to as much as 150% (Vanderkolk & Young, 1991).

An issue of *The Career Planning and Adult Development Journal*, Volume 12. #3 Fall 1996, was titled "Special Issue; Flexible Work Arrangements." In this issue, options were defined and functions for implementation clearly discussed. They are listed here for the interested reader who might want to research them further: (a) flextime; (b) compressed work week; (c) regular part-time employment; (d) job sharing; (e) voluntary reduced work time (V time) programs; (f) phased partial retirement; (g) leaves of absence; (h) work sharing; and (i) telecommuting/telework.

One of the misunderstandings that employers often have is that, "if I do this for Mary, I have to do it for everyone." Not at all. One of the main recommendations within the movement for work-life benefits is that negotiation takes place on a case-by-case basis. Supportive managers are aware that it is their responsibility to keep all their employees productive, and each one has to be creative so that an imbalance of duties does not occur (Kofodimos, 1993). Large corporations have policies and programs in place and are proud of being the employer of choice. Smaller organizations operate on an ad hoc basis for informal strategies.

Career Progress

The career ladder is long gone, so moving up is not the only direction for career progress (Kaye, 1982). If the caregiver is a team leader or part of a team, flexibility may be a more natural option. Team members can support a caregiver who still contributes but does it from home or another location by e-mail, FAX or teleconference set-ups.

Lateral moves may mean a change in function or responsibility, but not necessarily a change in status or compensation (Kaye, 1982). It is often a way to broaden existing skills, learn about other divisions within the organization, and make progress with new projects and new peers. "Plateauing" is another term for this type of change, and it is often considered as job enrichment.

Job downshifting, moving down in a realignment, may be necessary for a caregiver who is extremely burdened and cannot stay in place (Kaye, 1982). These trade-offs, when family demands are strong, may be the only way to stay employed, but can be seen as temporary (Vanderkold & Young, 1991). The danger here is misunderstandings of peers. Therefore, it should be clear to all that a move was made because of caregiver stress and a need for less responsibility. However, the client could become a mentor because of the change in relationships (e.g., a former boss is now a colleague), thereby alleviating some of the concerns of her peers and establishing a new relationship with others. At this point, counseling will become vital, as the client may feel that she/he has dropped off the "fast track" permanently. Perhaps the client can be helped to see positive benefits during this period. Changing roles and the assessment of caregiver skills are two suggestions for counselors to use in working with clients.

Changing Roles

The Sandwich Generation client changes life roles frequently (Crosby, 1991). Functioning as a daughter/son, wife/husband, mother/father, grandmother/grandfather, granddaughter/grandson, entrepreneur, or employee in the space of a few hours each day provides variety and challenges. Many women and men thrive on these changing hats and enjoy giving service to those they love (Friedman & Greenhaus, 2000). Perhaps a new relationship is forged with a father or mother. When friction develops, caregivers report both positives and negatives at the same time! One of the most difficult transitions occurs between mothers/fathers and daughters/sons. The daughter/son may have to take control and make decisions, assuming a new unfamiliar role. However, some benefits of these transitions are that moving from one role to another can mean a change of pace, a change of place, a change of people, and a change of activities. The workplace can become a haven. Dinner with a spouse or a hug from a child can make it all seem do-able. Clients can be reminded of these benefits as rewards (Friedman & Greenhaus, 2000).

Caregiver Skills Assessment

Another contribution from a counselor could be focusing on skills. A caregiving role gives those in this position special skills. Together, or in a group, effective brainstorming might yield the following transferable skills (adapted from Bolles, 1985):

Functional Transference:

1. **Communicating**	Telephoning, composing letters, writing, speaking, training.
2. **Surveying needs**	Observing, examining, diagnosing, determining, attention to detail.
3. **Being intuitive**	Having foresight, interpreting actions and situations correctly.
4. **Thinking logically**	Researching, gathering information, analyzing, problem solving, synthesizing, evaluating.
5. **Being creative**	Improvising, selecting, designing, experimenting.
6. **Nurturing**	Showing empathy, expressing warmth and understanding, offering support, listening.
7. **Managing**	Accepting leadership, decision-making, finding financial and legal resources, taking risks, motivating.
8. **Adaptive, Self-management Skills**	Patience, trust, honesty, self-control, courage, diplomacy, loyalty, optimism, resourcefulness, sense of humor, tolerance, generosity.
9. **Knowledge Skills**	Legal and financial benefits, contracts, wills, trusts, real estate transactions, employee compensation.

The skills listed can be amplified to fit each unique situation. A major skill most attributed to women is multi-tasking, and it is critical to surviving in the Sandwich Generation (Bravo, 1995). It is also a strong managerial skill made effective during motherhood and very valuable in the workplace.

Summary and Conclusions

As presented in this paper, career counselors working with those in the Sandwich Generation can present options for flexibility, coach clients on ways to negotiate with employers, assist clients in recognizing new skills learned from these added responsibilities, help them to appreciate the values of continually changing roles, and possibly save their careers.

A supportive workplace is a tremendous bonus for the Sandwich Generation caregiver/client. It is very difficult to function where an employer or peers are critical. The best counseling may be to assist in a transition to a different employer. Unfortunately, many organizations still operate with hierarchical management systems in an industrial-era mode. As employers continue to realize the importance and cost-effectiveness of retaining good employees, work-life issues will be validated. Until these changes, the Sandwich Generation will continue to struggle. Encouraging signs for this awareness are evidenced by the status of companies recognized both locally and nationally on "Best Places to Work" lists of *Fortune* and *Business Week* magazines.

Marriott International has launched a partnership called Corporate Voices for Working Families. The purpose of the new organization is to "develop aggregate messages and create a communication plan to deliver (the needs of working families) to elected officials" ("Corporate Voices' formed to influence policymakers," 2001). Although this is good news, social change happens very slowly. One comforting fact about being in this position is that life changes are inevitable and nothing is permanent. While crises seem insurmountable and endless at times, there are many avenues to explore and resources to use. It can be very challenging, but also a period of great growth for the client in the Sandwich Generation, especially with help from a skilled and empathetic career counselor.

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A New Paradigm to Career Counseling: Self-Efficacy and Career Choice Among Students with Physical Disabilities in Postsecondary Education

Sue ElHessen, PhD

Abstract

It has been suggested that self-efficacy expectations may have a cognitive influence on career decision making (CDM) and vocational achievement (e.g., range of career options and persistence in career exploration). Personal self-efficacy expectations may influence the CDM process and career motivation. This study explored the role of self-efficacy and career decision making in students with physical disabilities engaged in the career planning process. The relationships of career decision-making self-efficacy to adjustment of disability, severity of disability, and career exploration behaviors were examined in 128 students with physical disabilities attending two 2-year colleges and one 4-year college in California.

Findings revealed that, as predicted, students with physical disabilities who scored high on career decision-making self-efficacy engaged in more career exploration behaviors. As hypothesized, there was a positive correlation between adjustment to disability and career decision-making self-efficacy. Severity of disability was a significant predictor of levels of career decision-making self-efficacy and adjustment to disability. There was no significant difference in levels of career decision-making self-efficacy between students in 2-year colleges and those in the 4-year college. Implications for career counseling practice and suggestions for future research are discussed.

Purpose

The primary purpose of this investigation was to examine the relationship between career decision-making self-efficacy, adjustment to disability, severity of disability and career exploration behaviors among students with physical disabilities. Based on Bandura's self efficacy theory and career decision-making theories as a framework, it was hypothesized that (a) students with physical disabilities at a four-year college will have a higher career decision-making self efficacy than students at a two-year college; (b) students with physical disabilities that have a high career decision-making self efficacy will engage in more career exploration behaviors; (c) students who have adjusted to their physical disability will have a higher career decision-making self efficacy; (d) male students with a physical disability will have a higher career decision-making self efficacy than female students with a physical disability; and (e) students who perceive themselves as severely disabled will have a lower career decision-making self efficacy and will be less adjusted to their disability.

Theoretical Framework

In the career development domain, self-efficacy expectations are hypothesized to influence an individual's attitudes and behaviors as they directly apply to the Career Decision Making (CDM) process. Hackett and Betz (1983) were the first to suggest that self-efficacy expectations may have an important cognitive influence on their career decision-making (CDM) and vocational achievement (e.g., range of career options and persistence and career exploration). They propose that personal self-efficacy expectations influence the CDM process and the career motivation of women and men. Research with college students has revealed consistent support for the relationship between career self-efficacy beliefs and various indexes of career development (Betz and Hackett, 1983; Lent, Brown, and Larkin, 1986; Lent, et al., 1987; Taylor and Pompa, 1990; Wheeler, 1983). Hackett and Betz (1981) applied the concept of self-efficacy to career development research. Their research has shown that self-efficacy is an important topic of research when studying careers because it was found to be a predictor of career choice and may regulate whether a person will initiate and maintain certain career behaviors.

Taylor and Betz (1983), in one of their first investigations assess the utility of Bandura's self-efficacy theory to the understanding and treatment of career indecision. They discuss the merits of such integration by focusing on the advantage of the direct relationship of self-efficacy expectations in the design, implementation, and evaluation of intervention strategies. They argued that the assessment of self-efficacy expectations with regard to CDM tasks and behaviors would provide specific behavioral targets for intervention based on the sources of efficacy information (e.g., performance accomplishments and the vicarious learning) or delay, as describe by Bandura (1977a).

As previously noted, Bandura (1977b) hypothesized a direct link between self-efficacy expectations and behavioral performance. Higher levels of self-efficacy are more likely to be associated with increased frequency and successful performance of behavior then are lower levels of self-efficacy. Therefore, a persons self-efficacy expectations regarding CDM (i.e., a person's CDM self-efficacy) should predict her or his actual performance in making career decisions. Determining the extent to which expectations of the efficacy are related to effective decision-making among students with disabilities, is one of the most important questions yet unanswered in the application of self-efficacy theory to the CDM domain (Hackett and Betz, 1981; Lent and Hackett, 1987; Robbins, 1985). Theories of Career Development are founded upon personal choice and personal involvement concerning the selection of a career path and subsequent education, training and job attainment (Assouline & Meir, 1987; Elton & Smart, 1988). However, problems exist in applying career development approaches produced for nondisabled persons to persons with disabilities.

Methods

The participants at the study were students with physical/mobility impairments currently enrolled at a two-year and four-year college. A total of 582 surveys were mailed to students, and 128 surveys were received. Four questionnaires were used to measure the outcomes of this study. *Career Decision-Making Self-Efficacy Short Form* (CDMSE-SF) is a 25-item measure (Taylor and Betz, 1983) assesses self-efficacy precepts with regard to career decision-making.

Career decision-making self-efficacy can be defined as a confidence a person has for completing tasks necessary to make career decisions. The *Adjustment to Disability Scale,* a 10 item scale designed and developed by the author, measures adjustment disability that includes six factors of adjustment: 1) architectural barriers; 2) social adjustment; 3) adjustment to daily living activities; 4) emotional psychological adjustment; and 5) religion and spirituality, as well as 6) professional in career adjustment. The *Career Exploration Behaviors/Demographic* questionnaire includes general information such as gender, age, major, number of units completed as well as a 10-item checklist of career preparation activities. Participants were asked to indicate a yes/no format as each behavior is completed. Finally, the *Severity of Disability* questionnaire was specifically designed to address functional mobility in relationship to home, school, work and the community. Three factors were considered: 1) Frequency -the portion of time an individual uses an accommodation to move about: 2). Extent-the degree the individual experiences pain, fatigue, exacerbation of or limited range when moving about; 3) Environment- the degree the individual is restricted to or by certain settings due to terrain, geographic location, temperature, lighting or transportation.

Procedure And Data Collection

The directors of disabled student services from two community colleges and one four-year college were contacted for their support to use students with physical disabilities currently registered with the disabled student services office. In early spring 2000 a letter of introduction to the study and the researcher was sent, along with a packet of questionnaires to the identified students enrolled in disabled student services. Students were given a three-week timeline to complete the surveys and return in a stamped, self-addressed envelope. A total of 582 surveys were mailed. Reminder postcards were mailed several weeks after the original packet urging students to complete the surveys in a timely manner. As the results a total of 128 surveys were received.

Research Design And Data Analyses

This study was a correlational research design with three control variables (2-year vs. 4-year college students, gender, and age) and 4 outcome variables (adjustment and severity to disability, self-efficacy, and career behaviors). It examined the cause and effect relationship of two and four year college students with physical disabilities in career decision-making self-efficacy and adjustment to disability and severity of disability as pertains to career choice. The dependent variables are CDMSE, career exploration behaviors, and adjustment to disability severity of disability and the independent variables are 2-year vs. 4-year colleges, age and gender.

Data Analysis

In accord with the purpose of this study and nature of the correlational design, one-way ANOVA's were used to observe the differences between each of the dependent variables on the independent variables. In order to conduct the one-way ANOVA analyses the dependent variables (CDMSE, adjustment to disability, severity disability, and career behaviors), that were continuous variables were converted into categorical variables. Also, age an independent variable was converted into a categorical variable. Post hoc comparisons were conducted using the Fisher (LSD) method to examine the significant effects. The correlations between the seven measures of this study were conducted to investigate the relationship of these variables. Following a significant effect a regression analysis was conducted to investigate which variable significantly contributed to the R.

Results and Conclusions

Summary of the Findings

This investigation revealed a significant relationship between career decision-making self-efficacy and career exploration behaviors, $F(2, 109) = 5.14$, $p = .000$. The regression analysis revealed a significant relationship between career decision-making self-efficacy and career exploration behaviors, $R = .26$. There was a significant relationship between adjustment to disability and career decision-making self-efficacy, $F(2, 109) = 26.34$, $p = .000$. There were significant mean differences in adjustment scores between groups that were rated high, medium, and low in career decision-making self-efficacy. There were significant differences between adjustment disability scores among groups according to degree of severity of disability, $F(2, 109) = 7.48$, $p = .001$. The regression analysis revealed that adjustment to disability was a significant predictor of career decision-making self-efficacy and severity of disability among students with physical disabilities, $R = .72$.

There were no significant relationships between gender or 2-year versus 4-year college attendance and career decision-making self-efficacy. However, there were significant relationships between both severity of disability and adjustment to disability and decision-making self-efficacy. There were significant mean differences in adjustment to disability between high and low groups of career decision-making self-efficacy, $p = .05$. A one-way ANOVA revealed significant mean differences in severity of disability among all adjustment to disability groups, $F(2, 109) = 8.58$, $p = .000$. A regression analysis revealed that severity of disability had a direct relationship with adjustment to disability; thus, severity of disability was a predictor of the level of adjustment to disability, $R^2 = .17$, $F = 11.40$, $p = .000$.

In the additional analyses, the one-way ANOVA revealed significant mean differences in severity of disability by age groups, $F(4, 108) = 3.49$, $p =. 01$. A one-way ANOVA revealed significant differences in adjustment to disability by age groups, $F(4, 108) = 3.21$, $p = .01$. There were also significant mean differences in career exploration behaviors by age, $F(4, 104) = 3.33$, $p =. 01$. There were also significant differences in severity of disability by accommodations, $F(4, 104) = 6.19$, $p =. 000$. There were significant group differences in career exploration behaviors according to the level of adjustment to disability, $F(2, 109) = 3.10$, $p =. 05$. Regression analysis revealed that adjustment to disability and career exploration behaviors were significant predictors of levels of career decision-making self-efficacy, $R^2 = .45$, $F(5, 100) = 16.11$, $p =. 000$.

This study provides empirical support for three of the five hypotheses: (a) students with physical disabilities that have a high career decision making self-efficacy will engage in more career exploration and behaviors; (b) students who have adjusted to their physical disability will have a higher career decision making self-efficacy; (c) students who perceived themselves as severely disabled will have a lower career decision making self-efficacy and will be less adjusted to their disability.

The findings from this study are relevant to the design and delivery of career exploration interventions for students with physical disabilities. Career decision-making self-efficacy was a significant predictor of career exploration behaviors, thus those students who scored high in the CDMSE-SF scale were persistent in career exploration activities. There were significant mean differences among age groups and career exploration behaviors. Older students with physical disabilities were more likely to engage in career exploration behaviors than younger students.

Students, who scored high on both the adjustment to disability scale and the career decision-making self-efficacy scale, had a higher expectancy that certain career behaviors can secure specific outcomes (i.e., occupational pursuits). As Burkhead and Cope (1984) postulated that students with physical disabilities cope more effectively and creatively than college students who are not disabled. One explanation is that those students with disabilities who to attend college may represent the most mature and self determined of the population in contrast to a more heterogeneous grouping of ability and motivation among the non-college disabled. This study demonstrated that students who perceived themselves as severely disabled were less adjusted to their disability and were less confident in their career decision-making ability. Adjustment to disability was significant variable in both CDMSE and severity of disability. Being adjusted to a disability means being able to obtain satisfactions within the limits imposed by the disability (Russel, 1981). As a result, students who were less adjusted underestimate their ability to effectively make career choices based on self-knowledge of their capabilities to perform specific career tasks.

Intervention

The findings of this study have several implications for Career Practictioners and college students. First, they support previous research (summarized by Betz and Luzzo, 1996) showing the important relationship of career decision-making self-efficacy expectations to career indecision, thus, one obvious starting point for assisting undecided students involves intervention based on four sources of efficacy information in Bandura's (1977a, 1986) self-efficacy theory. These sources of information, which can be structured by the counselor, are: performance accomplishments, vicarious learning or modeling, anxiety management techniques, and verbal persuasion encouragement (for example of the counselor). Using these four sources, counselors can generate intervention programming designed to promote career search self-efficacy expectations and evaluate their effectiveness. For example, promoting mastery experiences can be achieved by having an individual practice various career search activities such as networking and personal exploration activities. For more complex behavior routines such as interviewing, experiences that include observing others practice interviewing may be warranted.

Currently there is not a universally accepted career decision-making self-efficacy tool for counselors to use when counseling students with physical disability. Hackett (1991) states, "one of the major limitations of past research on career self-efficacy and a serious drawback for self-efficacy applications to career counseling, has been the absence of a general measure useful under a variety of circumstances" (p. 330). The career decision-making self-efficacy scale along with adjustment to disability and severity disability questionnaires, can be used as assessment tools to increase awareness and discussion between career counselor and clients. Career counselors can use these instruments to help determine whether a student is underestimating or overestimating his or her ability with respect to their desired career goal. For a graphic description of the ***New Paradigm to Counseling*** and more information on how to implement this new system to career counseling check my website at www.careersunlimitedinc.net.

Reaching for the Stars: Strategies, Resources, Partnerships & Opportunities for Success

Wendy S. Enelow, CPRW, JCTC, CCM

Career Masters Institute

As professionals within the careers industry, we dedicate our lives to helping others succeed. It's an extraordinarily great way to make a living! However, all too often, we tend to forget about our own careers, investing all of our energies into those of our clients. Yes, as career professionals, we know better than anyone else that our career destiny lies in our own hands and that we must be just as committed to our professional success and achievement.

Having worked closely with professionals from all sectors of the careers industry for more than 20 years, I've been able to identify the top five factors to success:

- **Entrepreneurship** (*intrapreneurship if you're an employee*)
- **Sales & Marketing** (*we all have to sell our clients in one capacity or another*)
- **Writing** (*we all write, whether a resume, book, journal article or online publication*)
- **Coaching & Counseling** (*it's inherent in our careers no matter our area of specialization*)
- **Strategic Partnerships** (*an astute business strategy for any person and/or organization*)

This article will provide you with an in-depth exploration of each of these five attributes and their underlying strategies, tactics and alliances so that you can reach your star performance and find professional success.

Entrepreneurship

> *"Every day I get up and look through the Forbes list of the richest people in America. If I'm not there, I go to work."* (Robert Orben, writer)

Strategies For Star Performance

1. ***You make money doing what you know, what you're good at and what's in your heart!*** If you look at really successful individuals, they are people who have excelled doing what they know and what they love (or, at a minimum, surrounding themselves with people with the knowledge and zest to make their entrepreneurial ventures successful).
2. ***You must be self-confident, self-reliant and self-assured; not easily intimidated.*** You must be able to make decisions and "stick to your guns." You must be a solid problem-solver,

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able to look for the opportunity in each situation and not get bogged down with the details.

3. ***You must be able to "live with the financial risk" and the constant fluctuations in your cash-on-hand situation.*** If you cannot "mentally" learn to live with this situation, it can be one of the greatest stressors on your business and your personal life.

Tactics For Star Performance

1. ***Positioning*** – The single most valuable thing you can do to strengthen your image is create a strong and sustainable market position. And, the best way to achieve that is through the development of upscale marketing communications – classy print brochures, business cards, e-brochures, e-newsletters and more, along with a powerful and "rich" website. Be sure that the look, "feel" and image of all of your marketing communications are the same so that over time you are building a recognizable brand within the market. Recognition breeds familiarity and familiarity breeds more clients and a higher payoff!
2. ***Publications*** – Get published and people will perceive you as an authority. It's that simple. You can write a book, contribute your work to other authors' books, and write articles for print and online publications. Today, there are literally hundreds, if not thousands of websites, seeking well-written and knowledgeable content for their career and employment websites. Take advantage of these opportunities – both paid and unpaid. Getting a couple hundred dollars for an article is great, but the real reason you're writing is to further strengthen your market position, your visibility and your name recognition.
3. ***Public Speaking*** – Just as with publishing, public speaking is a great way to build your credibility and visibility. For some people, this is no problem. Give them a topic and they're ready to go. For others, who haven't spoken in public, the thought can be terrifying. Start small with a free presentation to a small group of your clients (3-10) on a topic that you know well. This is a non-threatening situation since you already know these people and they already respect you and your knowledge. Then work your way up, step-by-step, to larger and larger groups. Then, before you know it, you can face an audience with confidence and enthusiasm.

Alliances For Star Performance – Your Success Team

1. ***Professional Advisory Team*** (Accountant, Attorney, Financial Planner) – You must have financial, accounting and legal advisors you trust and who are as fastidious about quality and perfection as you are. The faster your business grows, the larger your business grows, the more essential these "professional partners" will be to you.
2. ***Professional Colleagues*** – You want to surround yourself with other successful professionals in both the careers industry and the entrepreneurial community. From your associations with these individuals you'll get power, new ideas, new resources, new contacts and new opportunities. You'll "feed" and support one another.
3. ***Family & Friends*** – Your family and friends are your life's blood in supporting all that you do and all that you strive for. Look to them for long-term emotional support and just take their "business" advice with a smile on your face!

Sales & Marketing

"You either have to be first, best or different." (Loretta Lynn, country singer)

Strategies For Star Performance

1. ***You must have confidence in your services and products.*** You must believe that the services you are delivering and the products that you sell are simply "the best" in the market. And, not only must you have the confidence, you must be able to communicate that same confidence to your prospective clients. People want to do business with winners, so be sure to position yourself as a winner – an expert in the careers field.
2. ***Use a multi-channel marketing strategy to advance your market position.*** Just as we tell our clients that they must use a multi-channel marketing approach to their job search campaigns, so must we, as career professionals, use multi-channel marketing campaigns to promote our businesses. Consider paid advertising (print and online), writing articles for online and print publications (whether paid or not), writing books, speaking at events attended by job seekers, speaking at professional career conferences and seminars, preparing a targeted marketing campaign to prospective clients, aligning yourself with business organizations and more. Each of these activities will bring business in your door – today, tomorrow and a year from now.
3. ***Position yourself as a sole-source provider and own the customer relationship.*** To truly succeed in our business and earn a position in the top ranks of the careers industry, you must dedicate yourself to a "sole-source provider" business mentality. You don't want your clients just to come to you for your primary service (e.g., resume writing, career coaching, career counseling, recruitment, outplacement). You want them to come to you for ALL of their career management and job search needs.

   In order to do that, you must "own" each and every client relationship. And the way to achieve that is by eliminating your clients' need for anyone other than you. If you offer a complete portfolio of career services (even if you "subcontract" some of them to other people), and you are the one who manages all communications with and services to each client, then you will "own" them and they will be your client for years and years to come. What a tremendous benefit to both you and your clients!

Tactics For Star Performance

1. ***Formal, Yet Flexible, Sales Process*** – It is vitally important that you create a structured sales process to use when speaking with prospective clients. Begin by outlining all the key benefits (NOT features) that you want to communicate about your services and expertise so that each client will immediately know that they've called the "right" place. Use that information as the foundation for your sales script. Then, take it one step further, and customize it each time you deliver. Specifically, I am referring to the fact that you want to ask each client early in your discussion what he/she does for a living, and then be sure to integrate the appropriate key words and acronyms into your conversation. Now, not only are you extolling the benefits you bring to each job seeker, you are verbally demonstrating that you really "understand" what that client does for a living. This, in and of itself, will give you a tremendous advantage over your competition.

2. ***To Niche or Not?*** – This can be a tough decision. Do you want to specialize in a particular industry or profession, or would you prefer to work with all types of clients? As with any other decision, there are pros and cons. If you specialize, you "close the door" on clients who aren't in your area of specialization. However, you also begin to develop a far-reaching reputation for your expertise within your niche. Over time, this can lead to a really strong and solid market position. To identify your appropriate niche, you'll want to consider a number of factors: how you deliver services (in-person and/or long distance), what is the largest population within your local market (if you work locally), what are the professions experiencing the greatest workforce transition, and what industries/professions/clients do you really enjoy.
3. ***Friendliness & Personality Are Your Keys To Sales Success*** – I never call a client Mr. ___ or Ms. ____; I only use their first names since I want to be perceived as their peer. I am never too busy to respond to a client, even if just to say that I'm busy and will be back in touch the next day. Being difficult to reach or unapproachable is exactly the opposite of what I want to happen! I am always professional in my conversations, yet friendly and down-to-earth because I want my clients to feel as though they've found a job search partner who truly cares about their success. A warm and personable approach will carry you a long, long way.

Alliances For Star Performance

1. ***National Speakers Association or Toastmasters*** – Communicating comfortably, one-on-one, in small groups or before large audiences, can be an extremely intimidating situation if you're not a "Type A" personality. However, as an entrepreneur, you'll need to do it again and again. Join NSA or your local Toastmasters chapter and get some professional help. The difference that these organizations can make in your comfort level is extraordinary!
2. ***Lead Exchange Group*** – Thousands of communities have business-to-business lead referral groups. Generally, they meet once a week so that local business professionals can exchange leads, network contacts and information about what's happening in their business communities. These groups can be an invaluable resource in your business-building efforts. Join one now!
3. ***Career Service Professionals*** – Get to know the recruiters, outplacement consultants, resume writers, career coaches, career counselors, college and university career development personnel, and other career professionals in your area or your market niche. These people can offer countless referrals, partnership opportunities and new business ideas. Remember, these people are your colleagues, NOT your competitors!

Writing

You never know where inspiration will come from ... L. Frank Baum, author of the Wizard of Oz, had finished the outline for the story, but couldn't come up with the name of the enchanted land where Dorothy, the Scarecrow, Tin Man and Cowardly Lion sought the Wizard's help. As he gathered up his files, Baum's eyes fell upon a drawer in his filing cabinet marked with the letters "O-Z."

Strategies For Star Performance

1. ***Learn it all – all professions and all industries***. The more knowledge you have regarding specific industries and professions, the more confident you will be in selling your clients

and then writing their resumes and cover letters. A great deal of this will come from experience. However, there are countless resources at your disposal that will facilitate a quicker learning process. Read lots of resume books to get ideas and expand your knowledge, attend professional seminars on career and employment issues, read as many articles as you can find that would provide valuable information, participate in industry-related e-lists where you can ask specific questions of your colleagues and more. And, most important, if you don't understand something a client has shared with you, ask! Your clients are your single most valuable learning tool.

2. ***Be unstructured.*** Do not let format dictate what you write and how you write. If you do, you may find yourself trying to manipulate a client's experience to fit within a pre-mandated structure. In my opinion, that is totally the wrong approach. What you want to do is write first, letting the words flow freely, and the format will easily follow.
3. ***Know your strategy***. When a prospective client contacts you, there are 3-4 questions you want to ask immediately. Who are you, what are your objectives, how old are you and what are your salary requirements? Once you know the answers to these questions, you can immediately begin to formulate the appropriate resume-writing strategy. Then, as you begin to share this strategy with your client, they are instantaneously "sold" on you. You've been immediately responsive to their needs and demonstrated your ability to create a strategy that will work for them!

Tactics For Star Performance

1. ***Resume Writing Credentials*** – People are impressed with credentials. It's a proven fact. As such, if you want to compete in the resume market, it is highly recommended that you earn a resume writing certification. The three most recognizable certifications are the CPRW (Certified Professional Resume Writer designation offered by the Professional Association of Resume Writers – www.parw.com); the NCRW (Nationally Certified Resume Writer designation offered by the National Resume Writers Association – www.nrwa.com); and, the CRW (Certified Resume Writer designation offered by the Professional Resume Writing & Research Association – www.prwra.com). These certifications will give you instant credibility with your clients.
2. ***Resume Filing Sample System*** – Print a hard copy of each resume and cover letter that you write and then set up a filing system by industry and/or profession. Every few weeks file the resumes and letters into their respective folders. Then, six months later, when you need to write another resume for a hospital administrator, simply go to your health care file and use previous resumes that you've written to give you some ideas for format, content and presentation. Let your resumes work for you!
3. ***Key Words & Acronyms*** – In the Sales & Marketing section, we talked about how vital key words and acronyms are to your selling process. It is worth noting here that they are just as important in your writing process. When writing for a client in manufacturing, you want to use all the appropriate language (e.g., manufacturing cells, TQM, SAP, logistics, materials). These key words and acronyms are essential if your client is to get noticed in the job market (particularly if they will be sending their resumes and letters to companies and/or recruiters who use key-word scanning technology to identify top candidates).

Alliances For Star Performance

1. ***PARW, NRWA & PRWRA*** – If you're a resume writer, commit yourself to learning your craft and learning it well. One of the most important things you can do is to join a professional resume association such as the Professional Association of Resume Writers (www.parw.com), the National Resume Writers Association (www.nrwa.com) or the Professional Resume Writing & Research Association (www.prwra.com).
2. ***Writing Partnerships*** – If writing is not your primary focus, yet you want to be able to offer resume and cover letter services to your clients, find a resume-writing partner. I know a career coach who specializes in the pharmaceutical industry who has partnered with a resume writer with the same specialization. I know another resume writer who specializes in the technology industries, and resume writers nationwide refer clients to her. In turn, she refers non-technical clients back to them. These types of partnerships generate more clients, more revenue and a stronger market position for your business.

Coaching & Counseling

"The person who says that it cannot be done
should not interrupt the person doing it." (Chinese proverb)

Strategies For Star Performance

1. ***Always the coach!*** No matter what your area of specialization is within the careers industry, career coaching and counseling inevitably becomes part of what you do. Every time a client asks you a question – about their career goals, job search, interviewing style, follow-up strategies and more – you're offering coaching and counseling. It's that simple. Accept that it's a daily part of any career or employment service, whether you charge for it or not. You are a career coach, perhaps not as experienced as some of your colleagues who've completed years of training or have years of experience, but nonetheless you are coaching!
2. ***Start charging now!*** With the above said, it's time to start billing your clients for your coaching and counseling services and stop giving it away for free. I know many resume writers and recruiters who often spend hours with their clients/candidates, offering advice, career direction and consultation. If you fall into that category and you're not charging for your time, you're missing out on a potentially great revenue stream. You have the expertise; now start billing for it!
3. ***Define your coaching practice.*** Not every coach or counselor has to deliver every facet of career coaching and counseling. Some career professionals prefer the front-end (skills assessment and career planning) while others prefer the back-end (job search counseling). Then there are some who offer both. Develop your coaching toolkit to offer the services you want, that you are most comfortable delivering and on which your clients place the highest value. You do not have to be everything to everybody!

Tactics For Star Performance

1. ***Build your coaching toolkit***. Once you've committed to offering career coaching and/or counseling services to your clients, you'll need to start building your toolkit. This is particularly important if you'll be offering front-end coaching services focused on skills assessment, career options, career planning and more. If so, you'll want to select a few career assessment instruments to integrate into your practice. With hundreds of such assessments available, it can often be difficult to make your selection. Take your time, evaluate lots of different instruments, and then select those that you are most comfortable administering and which you believe deliver the most value to your clients. You do not need to be an expert with all the assessment tools on the market. A much more strategic move is to become a specialist with just a few.
2. ***Create a structured coaching process***. To control the time you devote to each client and improve the efficiency of your coaching and counseling services, you need to develop a structured coaching process that you follow with each and every client. Bear in mind that each client's needs will differ and the specific coaching regimen you follow must be flexible to accommodate that. As such, your challenge is to build a structured process and then customize its implementation each and every time you use it.

   Wendy Adams (The Career Coach, Baltimore, Maryland) has developed a unique navigational tool, the Career Compass, which can be administered in 10-15 minutes and will provide you with vital information as to "where" each client is in his/her professional life. Then, you can use that information to customize your coaching services to that specific individual. In fact, Wendy's program includes detailed coaching strategies and recommended assessment tools for each category within the Career Compass. For more information, contact her at wadams@learningshare.com.
3. ***Become an expert!*** There are many websites (e.g., Monster.com, 6FigureJobs.com, Headhunter.net, Netshare.com) that are always looking for well-qualified career experts to provide coaching and counseling services to their clients. Some of these sites offer formal coaching arrangements where you will be paid for your services. Others offer unpaid and rather informal career advice (usually via email). Either way, these expert partnerships will generate revenues to you (either direct or indirect) and can be tremendously valuable in increasing your professional recognition, market visibility and client base.

Alliances For Star Performance

1. ***Business Partnerships & Strategic Alliances*** – There are companies that would be delighted to do business with you! Consider companies that specialize in the development and distribution of career assessment tools. How do they get their products to market? In many instances, it's through "you" – the career coach/counselor. They sell you the product and you "sell" it to your clients. Most important, you make money doing it!!! These companies have established affiliate relationships where you make a commission each and every time you sell their products. It's a great situation – you have access to some of the best tools on the market and you make a "cut of the action." Your coaching practice will only be successful if you are an astute business professional in addition to a talented coach, counselor or advisor.

2. ***Companies/Employers*** – Aligning yourself with companies is always a good strategy. Although one of the most challenging business-building activities (since most of us are not "corporate marketing experts"), if you can build relationships with companies directly, then you position yourself for a potentially steady stream of coaching clients, training projects and more. And, think of it … you already have an "in" with lots of companies – those that your clients work for! Leverage those relationships (when they're not confidential) and get to know the president, a vice president, the HR director or some other top decision-maker.
3. ***Your Colleagues*** – The most valuable resource you have is your rolodex! Think about all the other career professionals that you know. What are their areas of specialization, their market niche and anything that makes them distinct? Then, ask yourself how you might partner with them. If you're a coach specializing in the transportation industry, find a resume writer who specializes in the same industry. Then, negotiate an arrangement where you refer resume writing business to her and she refers coaching business to you. Or, establish a partnership with a technology industry recruiter and refer back and forth. Recruiters always have candidates in "desperate" need of coaching and/or counseling. Whether any of these arrangements involve commissions or not is up to you.

Strategic Partnerships

"Don't compromise yourself. You are all you've got." (Janis Joplin, singer/songwriter)

Strategies For Star Performance

1. ***You must always be building and developing relationships***. To survive as an entrepreneur in today's competitive careers market, you must be an astute marketer who understands the value of relationships – relationships that generate new clients, create new income streams and push your business forward. The saying that "no man is an island" is especially true in business where you must constantly work to build your professional community and establish your own niche within the careers industry.
2. ***You must be brave***. Venturing out as an entrepreneur is not an easy path and you must be brave. You must be willing to look at new business opportunities and new ways to make money, trying this, trying that and always venturing forward. There is tremendous potential, but you have to go get it.
3. ***You must be visible***. Visibility breeds familiarity and recognition. In turn, one of the most valuable things you can do is be visible – within the job search/client market and among your colleagues. If you are committed to building your business, then commit yourself to "getting out there." Write articles, speak at conferences, lead training programs, sell your products and do whatever you can to make yourself known.

Tactics For Star Performance

1. ***Formal Schedule*** - Create a schedule with specific objectives for building strategic alliances so that it becomes part of your business "routine." Consider this … commit to making five new contacts each month with potential strategic alliance partners. These contacts will most likely be by phone if possible; if not, email. Find out more about the company, what they do,

what they need, what their plans are for growth and if there is any potential for a cooperative partnership.

2. ***Attraction Principle*** – If you build a strong market identity and increase your professional visibility, strategic alliance partners will come to you. People want to do business with successful people, and if you position yourself as such, you'll be delighted with all that comes to you.
3. ***Flexibility*** – Being flexible is critical in building strategic alliances. The structure and design of each partnership will be different based on who you're partnering with, the services and/or products involved, the client base and much more. Being willing to try new business models and new ways of doing things is essential. The same-old, same-old simply does not work in today's competitive careers market. Just like any other industry, we've been impacted by the recession, the dramatic decline in the economic markets and, most dramatically, September 11th.

Alliances For Star Performance

1. ***Resume Distribution Companies*** – One of the best and most profitable relationships you can develop is with a company that specializes in resume distribution (email is a must; print is a nice "extra" when appropriate). Many, many of your clients will want to take advantage of these services since they are relatively inexpensive and a great way to get resumes out to a targeted group of companies. What's more, these companies have created a process where you receive a good percentage of each and every sale you complete. Three of my favorites are www.profileresearch.com, www.YourMissingLink.com and www.ResumExpress.com.
2. ***Recruiters*** – Let's face it ... recruiters are a critical part of the job search process and in many instances, your clients will want to identify and contact recruiters who specialize in their industry and/or profession. If you work in your local market, make it a point to get to know the recruiters in your area. These partnerships can generate a significant income stream to you with just a small percentage of the placement fee. If you work long distance, you may want to use a resume distribution company (as above) to prepare a targeted email campaign designed to tap the "right" recruiters for each of your clients.
3. ***Partnerships*** – As stated many times throughout this article, there is little that is more valuable to you than the partnerships you can build with your colleagues. There is vast potential for unique alliances that can be extremely beneficial for all. Get to know the other members of associations and organizations to which you belong.

Summary

As you commit yourself day in and day out to your clients and their success, don't forget about yourself and your own career! Push yourself to excel as an entrepreneur (or intrapreneur if you're not self-employed), as a sales and marketing expert, as a competent writer, as a talented coach/counselor, and as a business professional committed to developing and nurturing strategic alliances and partnerships. If you can accomplish those tasks and focus on building your career, there is no doubt that you will succeed!

The Sustainability Imperative: Trends, Jobs, and Implications for Career Counselors

Melissa Everett
Sustainable Careers Institute

Larry Gaffin
Center for Life Decisions

Introduction

American industry is in the midst of a dramatic wake-up with regard to the costs of poor ethical practices and faulty corporate governance, and the need to address the social and environmental impacts of business and industry. A wave of new thinking about success, opportunity, and responsibility — developed over a generation by forward-thinking companies in partnership with researchers and advocates — has given rise to new ways of evaluating work opportunities based on their ethical practices, management models, and measures of social and environmental responsibility. Taken together, these ideas form a foundation for emerging socioeconomic vision of sustainable development. Sustainability is often discussed in terms of a "triple bottom line" of social, environmental and economic results, and is supported by a growing body of research in accounting and management aimed at measuring these results so that they can be operationalized in real-world business settings. This session provides counselors with a practical orientation to the paradigm of sustainable enterprises, defined as those that meet today's needs without compromising the ability of future generations to do the same. The session will review:

- principles of sustainable enterprise, and efforts to apply them in today's businesses;
- emerging occupations and industries connected with this new way of doing business, and how to investigate them;
- changes in existing industries, and how to investigate them;
- issues and methods for counselors.

Goals of the Session

The goal of this presentation is to orient counselors to the sustainability imperative with a basic definition and vocabulary, along with a thorough, research-based overview of implications for major industries and occupations, and to suggest counseling responses framed in terms of three basic reasons why these issues matter to our clients:

1. *Managing risk.* Ethical, social and environmental blind spots regularly give rise to risk exposure that affects the profitability and longevity of firms, as shown by the sector-by-sector

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studies of Innovest Strategic Value Advisors (www.innovestadvisors.com, 2002). As entire economic blocs, such as the European Community, enact higher environmental standards than the U.S. has yet achieved, American companies must make adaptations (such as designing computers to meet European standards for reduced toxicity and recyclability) or lose major market shares. What is bad for communities and the planet cannot indefinitely continue to be good for business, or for employment.

2. *Seizing opportunity.* Today, *Fortune's* list of "100 Best Companies to Work For" is filled with businesses formed to meet social needs, from Bright Horizons (child care) to Fannie Mae (affordable housing). Toyota's hybrid Prius and BP's growing solar energy division are examples of businesses built on providing alternatives to climate-altering fossil fuels. Knowledge of emerging markets in these arenas, as well as regulatory incentives, can give our clients a distinct advantage in finding employment niches in a tight job market.

3. *Reaffirming values*. In the tough economic conditions of spring of 2002, when *Monster.com* asked ordinary job-seekers whether they cared about finding work that somehow helped make the world a better place, 29% described this goal as very important. Attention to values helps our clients position themselves where they can bring the most energy and vitality to work. In the current tense international and economic climate, keeping values alive is more essential than ever.

Conclusion

We conclude that, in spite of the complexity of interpreting and applying it, the basic concept of "sustainability" can be understood by counseling professionals and by job seekers across the spectrum of occupations and industries. When this vision is personalized in light of an individual client's values and priorities as well as talents and personality, it can be used to sharpen the focus of a job search while increasing the client's motivation and hence resilience.

Content Summary

Sustainable development is a concept with an evolving definition. One of the most widely used is from the United Nations World Commission on Environment and Development (1987): "...to meet the needs of the present without compromising the ability of future generations to meet their own needs." Building on this, we offer a simple definition of a sustainable career as one that provides a meaningful livelihood, while at the same time helping in some respect to enhance the quality of life in human communities, and to protect and restore the environment.

Industries: Contributions to sustainable development can be found in virtually every industry, starting with three that cross-cut the rest of the economy:

> Materials recycling and re-use, and industrial "eco-design," which involves a shift to less toxic inputs, less materials intensity, and design for disassembly and recycling of components (already done by some makers of office machines, automobiles and other

heavy equipment). Recycling a ton of municipal solid waste creates nine times as many jobs as landfill disposal. Occupations in this arena include collection, disassembly, re-engineering, remanufacturing, training, assembly, quality assurance, marketing and brokering, finance. Growth sectors include textiles and building components.
Energy conservation and renewable sources including wind, hydroelectric, biomass, solar and geothermal. A scenario developed jointly by the World Wildlife Fund and Tellus Institute preducted that aggressive climate protection using a shift to conservation and renewables could create on the order of 870,000 new jobs by 2010. Jobs exist for designers and operators of new technologies; meteorologists and geologists to detect renewable sources of energy; residential and commercial auditors to identify inefficiencies and identify strategies for savings; installation and maintenance technicians; architects and contractors.
Natural resources protection and restoration is a substantial cluster of fields employing ecologists and technicians, information technology professionals, mechanical and civil engineers, policy analysts and administrators, economists, technology research and development staffs (working in such areas as water purification, soil decontamination, and cleaner manufacturing processes), surveyors, landscape designers, greenhouse and nursery workers. In land reclamation alone, the Environmental Protection Agency's Brownfields Program has created 1,400 cleanup jobs and 5,000 redevelopment jobs on newly available lands, leveraging $2.3 billion while providing job training and other assistance to disadvantaged populations.

Industrial manufacturing today is in the midst of reducing negative environmental and health impacts through the adoption of cleaner technologies (www.cleanedge.com). Three of the largest service industries further illustrate the connection between sustainable development and employment opportunities:

The natural food industry is growing by 10 - 20% a year, with federal standards for organic production just implemented last year. Since food retail and service represents 8.6% of the work force, there is opportunity for many to be part of a shift to food supplies that are better for people and the environment, whether as the chef in a gourmet natural foods restaurant, a brand manager for new organic products, or technical staff in an agricultural extension service to help farmers adopt these new methods effectively.
Tourism, the economy's 3rd largest retail industry, has increasingly recognized the impact that it has on communities from a cultural, social, economic and environmental standpoint. Heritage tourism, ecotourism, green building practices in the hotel and entertainment industry, and transportation alternatives from trains to trolleys can mitigate damage and increase benefits while keeping this industry innovative. Jobs range from eco-tour guides to architects to socially conscious travel agents.
Health care employs 1/9 of the work force and generates $1 in every $7. Hospitals and medical practices are reducing their use of toxic materials such as mercury and polyvinyl chloride, seeking alternatives to incineration of medical wastes, and increasing the availability of holistic alternatives from natural childbirth to hospice care which can reduce costs and side effects while enhancing patients' choice and control. Emerging

jobs range from basic materials research to environmental management in hospitals and medical practices.

Occupations: The sustainability imperative is giving rise to new occupations, many at the boundary between enterprises and the stakeholders their operations affect. Niches ranging from small to sizeable, these occupational categories represent a wide range of skills and seniority levels, in many cases containing meaningful career paths from entry to senior. To name a few: corporate ethics officer, vice president for corporate giving, environmental manager, social impact auditor, organic farm certifier, carbon emissions trader, transportation planner, socially responsible investment broker, restoration ecologist, native plant nursery manager, telecommute coordinator, materials broker.

In addition, many professions have given rise to serious "social and environmental responsibility" movements that expand conventional definitions of the profession's role. These are illustrated by the role of psychologists and educators in addressing community violence prevention; physicians tackling public health issues from smoking to environmental toxins; and biologists providing expertise to local planning departments to protect wildlife habitat and ecosystem health.

Finally, in ordinary business organizations, conventional functions are being re-interpreted in light of newly understood responsibilities beyond financial metrics. We review ten common ones that are found across the economy:

1. Administration - Establishes overall mission and vision oriented toward a triple bottom line. Establishes key financial, social and environmental performance indicators and overall strategic vision for balancing them.
2. General Management - Implement the mission and vision in daily operations.
3. Information Systems - Collects a broader range of information for triple bottom line planning and governance. Designs and applies new data management tools including mapping and simulation to help decision makers see long-range and immediate impacts.
4. Customer Service - Seeks out customer input on ideas, products and services that support the organization's mission and TBL success. Takes a proactive approach to customer concerns, especially those that could be early warning signs of negative impacts needing attention.
5. Marketing - Integrates images and values connected with community and environmental benefits into business promotions for both external and internal purposes.
6. Manufacturing/Production - Implements the vision and strategy through a sensitive balance of efficiency and innovation.
7. Accounting/ finance. Incorporates state of the art methods for full-cost accounting (measuring, for example, costs of negative health impacts or work force displacement), supported by social and environmental auditing and increased transparency of communication with stakeholders.
8. Sales - building a bridge between company and customers based on value added through sustainable practices.
9. Research and Development - Envision and conceptualize new products and services that reflect the TBL vision.
10. Human Resources - Incorporates the full mission and vision into recruitment and interview process thereby creating a more seamless overlap between organizational and employee values. Provides training and education to help every employee play an active role in TBL practices.

Promotes social justice within the workplace, and develops pension plans that reflect socially responsible investment guidelines.

Completing the exploration of industries and occupations, we briefly identify the major information sources and codes of practice for social and environmental responsibility. These include generally applicable codes such as the CERES Principles (www.ceres.org); SA 8000 standard (www.sa-int.org); and Aspen Institute's Corporate Social Impact Management system (www.aspeninstitute.org). They also include specific codes of ethics and best practice for industries ranging from forest products to chemicals to banking.

The diversity and complexity of these choices ensures that there will never be a "one size fits all" approach to sustainability in career development, but instead that counselors and clients will be required to consider more aspects of the available choices. Rising to this challenge, we argue, is an elegant way to help clients focus and refine their searches, so that a little more up-front homework pays off in the form of a much better fit between the client and the available opportunities.

Counseling: Traditional models of career counseling help clients explore their skills, values, personality and preferences for work setting to assist the process of finding a career and building a life that uses their gifts in satisfying ways. Career counseling oriented toward sustainability adds a new and potent element: exploring the impacts of work choices on a whole range of stakeholders, from loved ones to customers to communities and future generations. Reporting on research within our private practices and additional efforts by colleagues, we sketch out approaches using critical thinking, imaginative and expressive techniques, supported by mapping tools for organizing the options. We affirm the importance of taking seriously the notion that human beings develop in a social and environmental context, and that paying attention to this context helps build not only virtue but satisfaction and resilience. We adapt common exercises, such as values inventories and reviewing critical life incidents, to the exploration of clients' social and environmental values. We explore the use of multiple intelligence theory[1] , focusing especially on the emotional, aesthetic and naturalistic intelligences that support people's unique responses to the state of the world. We pay special attention to the developmental conditions that are required for adults to be able to see themselves as contributors to the greater good,[2] including ego strength, empathy, and reflexive self-awareness; and also to the existential conditions that are needed, such as a degree of lifestyle balance and material suffiency, and some form of social support system[3] .

"But I'm just one overworked professional!" We end with a realistic look at ways to integrate this new paradigm into professional practice, by means of new decision tools, collaboratives to divide the labor of tracking trends, group-based work with clients, and new ideas from the audience.

Notes

[1] Gardner, Howard (1993). *Multiple Intelligence: The Theory in Practice*. New York: Basic Books.

[2] Kelman, Herbert and V. Lee Hamilton (1987). *Crimes of Obedience: Toward a Social Psychology of Authority and Responsibility*. New Haven: Yale University Press.

[3] McKenzie-Mohr, Doug and William Smith (1999). *Fostering Sustainable Behavior*. Gabriola Island, BC: New Society Publishers.

A Career Introduction Model for First-Generation College Freshmen Students

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Introduction

The Career Introduction Model (the model) discussed here is an early intervention strategy intended to support the first-generation freshmen enrolled in the Educational Opportunity Program(EOP) at California State University, Sacramento(CSUS). The model is an interactive approach to assist students in connecting their academic pathway to their career pathway. First-generation students are the first in their families to attend college and whose parents received a high school education or less. As a growing population in higher education, first-generation students represent a unique group with distinct goals, motivations, and constraints (Hsiao, 1992). For many of these first-generation students, attending college offers both opportunity and great risk. Often, first-generation students are less well prepared academically and psychologically for college thus representing a greater risk for attrition (Inman & Mayes, 1999; Hsiao, 1992; Olenchack & Hebert, 2002).

This career introduction model is important for the following three reasons: to counteract students' limited occupational knowledge; to provide a tangible connection with a long-term resource center; and to help increase students' self-efficacy and sense of inquiry with regard to major selection and career choices. Research has shown that for first-generation students, the motivation to enroll into college is a deliberate attempt to improve their social, economic and occupational standing (London, 1986). The majority of these students come from lower income families and have limited levels of the career awareness and self-understanding needed to make educated career decisions. If a first-generation student claims to know what they want out of college, it is probably a decision based on parent encouragement to seek security, a job that does not require physical labor, and one that permits the student to live at a level in society above that of their parents' (Orndorff & Herr, 1996). The model presented in this paper addresses some of these areas of concern.

Although the model presented focuses on the first-generation student population, it can easily be modified and implemented to serve other diverse groups. Re-entry students, students with disabilities, veterans, and other groups with unique characteristics also deserve a personal approach and a welcoming hand into the university which gives them an opportunity to express their own unique needs in a non-threatening environment. It has too frequently been the practice of institutions of higher learning, out of need for fiscal expediency, to mainstream unique populations of students in an attempt to simultaneously meet the needs of students and the

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institution. The model introduced here reasonably and realistically responds to both the institutional need to be fiscally responsible while also creatively addressing the needs of unique student populations without mainstreaming. While the primary benefactors of this intervention model are first and foremost the students, the model also demonstrates the feasibility of collaborative efforts between various student affairs units and academic departments. Central to the success of this model at CSUS, has been the development of a distinct and dynamic partnership between the Career Center and the sixteen sections (400+ students, eight faculty) of EOP Freshman Seminar courses.

The Career Introduction Model

The partnership with the Career Center and eventual formulation of the Career Introduction Model began with an inquiry phone call from a special program counselor to the campus Career Center. The counselor was interested in providing information about the Career Center services to groups of first-generation students. Arrangements were made to take groups of 10-12 students to an information session at the Career Center. After working with the first two groups during the round table style introductory session, it became obvious that the students had difficulty understanding and assimilating the information as presented. Upon review of the process by the Career Center counselor and program counselor, it was decided that an interactive approach should be explored to allow the students to learn about the Career Center services through hands-on activities. The result was the beginning of a developmental process that resulted in the Career Introduction Model.

The model begins with a group of 10-12 students. The group is gathered together in the Career Center workshop room and given a 5-7 minute introduction and explanation of the activities they will be asked to perform. The group is then divided into four sub groups (3-4 students). Effective staff to student ratio and space logistics determines group sizes. The Career Center is also divided into four "stations" with a staff member assigned to each station to guide and instruct students in the use of the resources. Each student is given a worksheet asking the student to fill in information from each station. The four student groups are each assigned to a station with the instruction to rotate clockwise when prompted so that each group can easily access each station within the time allotted. The time allotted at each station is about 10 minutes, requiring about an hour to go through the complete model.

Station #1 requires students to utilize the Career Resource Library to locate an occupational title. Station #2 requires students to use the computerized career guidance software of EUREKA to locate and print out a description of an occupation of their choice. Station #3 requires students to become familiar with the Student Employment area of the Career Center and learn how to use the J.O.B. Board database to view part-time, full-time, internships or volunteer positions. Station #4 requires students to become oriented with the reception desk where they are instructed to ask the receptionist for various pieces of information including how to sign up for a workshop, the Career Center's operational hours, and the Career Center's web site. When every sub group has visited each station, the complete group gathers together again in the workshop room for a debriefing of their experience. This question and answer activity is guided by staff.

Classroom Instruction Component

The students who participate in the Career Introduction Model through the EOP program are enrolled in a Fall Freshman Seminar course. Career exploration is a mandated part of the general education curriculum pertaining to personal development, and in particular the Ethnic Studies 21, Freshman Seminar courses at CSUS. The purpose of the Career Introduction Model fits appropriately into the course objectives of the Freshman Seminar curriculum, so arrangements were made to incorporate the model into the course with some preliminary classroom instruction. The Freshman Seminar course generally meets twice a week for 3 units of credit. Prior to the Career Center visit, the students go through a series of classroom activities. The general chronology of classroom activities is as follows:

Day 1: Provide introductory lecture, handouts, definition of terms, and concepts related to career and personal development.
Day 2: Review and integrate personal values and goals discussed in previous class discussions and administration of the Self-Directed Search by John L. Holland, Ph.D., Form R.
Day 3: Take first half of the class (12-15 students) to visit the Career Center and issue a writing assignment pertaining to their visit. Alternately conduct major and career choice activities in class with the remaining half of students.
Day 4: Facilitate culminating discussion/activity and administer final exam.

Discussion of cultural differences and family influences are part of the activities on Day 2 above. Exploring careers begins with not only learning about oneself, but by learning about ones family history. The students' relationship between learning and the world of work, their definitions of concepts such as higher education, career and success, significantly effect and *belong* in this discussion.

Before attending the Career Center, students are given the Self-Directed Search assessment in class as a catalyst activity to help them understand and connect the relationship between their interests, choice of major, and career options. The Self-Directed Search assessment is used based upon its practical use in the classroom and its direct relationship to the systemization of the CSUS Career Center, which is structured around the Holland personality types and environmental models. After fundamental interpretation of their Holland code results in the classroom, students are able to attend the Career Center with a basis from which to research occupations in the Career Resource Library by Holland's personality types (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional). Students are also able to use EUREKA, the computerized career guidance software, to locate descriptions of occupations related to their Holland code. Staff has found that equipping the students with this important information has increased their confidence in understanding the purpose of using the Career Center as a long-term resource center.

Outcomes

The goal of the Career Introduction Model is for students to become sufficiently excited about the extensive choices available to them in the career fields of the world, that they would continue their academic endeavors with a renewed and limitless vigor. They would take enough time to investigate and pursue positive personal and academic goals and find fulfillment and joy in the service they provide to humanity. This interactive model is designed to encourage and allow room for the pursuit of idealistic dreams. As Counselors to EOP students, it is our goal to spark the pursuit of dreams that too often get extinguished by the practical minded or non-supportive families of the first-generation student population (Hsiao, 1992; London, 1989).

In an academic vein, the expected outcomes would include notably increased self-confidence demonstrated by voluntary return visits to the campus Career Center during the first year of college and in subsequent years. In addition, major and career related vocabulary would become part of the students' general academic discourse as evidenced by their use in everyday Freshman Seminar course discussions and on follow-up assignments.

Fall 2002 will be the third semester since the formal inception of the Career Introduction Model at CSUS. Feedback on the model from staff discussions and student reactions thus far has been unanimously encouraging and optimistic for continuation of our efforts. Forms of quantitative measurement such as an EOP Spring student survey and examination of the Career Center registry are being considered to evaluate the effectiveness of the model. Discussions have also taken place regarding the potential for development of follow-up components for sophomores, juniors and graduating seniors.

Planning for Implementation

Planning considerations to implement a Career Introduction Model on any given campus should include but not be limited to the following:

- Determine the need to develop a model.
- Identify student population to be served.
- Identify other units or programs needed to participate in the model in addition to the Career Center.
- Identify lead person to be liaison between participating groups.
- Outline goals and outcomes.
- Determine logistical and staffing needs.
- Identify material needs.
- Develop methods of evaluation.

It is realistic to assume that one would encounter reluctance on the part of busy directors or their staffs when approached to embark upon a new venture such as the model proposed here. Often, our colleagues in the career guidance field are embattled with budget, staffing woes and reports that usurp valuable time. An enterprising planner might allay some of these potential hurdles by first addressing the preceding planning considerations before approaching skeptical parties. In addition, those wishing to explore the viability of a similar model on their campus might consider the following essential questions.

1. Will career counselors be able to conduct more fruitful student appointments if students are more informed about the career exploration process before they seek help from the counselors?
2. Will better informed students and hands-on experience mean that more students will be able to help themselves in the Career Center and thus free-up counselor time?
3. Are there academic departments on campus where building relationship through such a model would be beneficial to both parties?
4. Are there Career Center goals and objectives that could be met by implementing a Career Introduction Model?

Career Introduction Model?

5. Would a variation of this model work with community organizations to improve Career Center networking efforts?

A review of an institution's career center goals, organization, philosophy, and mission should reasonably provide responses to these questions.

Conclusion

Research concludes that causes for leaving college include unclear intentions about higher education, adjustment problems, and feelings of isolation (Olenchack & Hebert, 2002). The Career Introduction Model introduced in this paper serves to counter the potential causes first-generation students may have for leaving college. The model is viable and important. All parties involved get their money's worth. Values, goals, college majors and the multifaceted concept called Career Guidance and Development is too complex to presume that any student, especially a student characterized as first-generation, will by their own initiative find their way into the Career Center at any time during their freshman year.

"Career" is a very broad concept and is given numerous definitions. As society evolves so does the concept and understanding of "career". Apply to this the worldview and understanding of the new immigrant, the bilingual student born and raised in this country, and other many layered factors such as culture, generation, and gender difference and one can get a glimpse of the monumental task that faces the instructor and career counselor. The beauty of this model is that it not only "introduces" freshmen to the Career Center, it "engages" them with the center by providing a hands-on, "first-person" experience making their experience positive and motivating.

The groundwork for a real and lasting relationship between student and Career Center is created. The Career Center receptionist summed it up best when asked for her assessment of the students' experience in the center. "I asked one student if I could help," she said. The student replied, "No, I know how to use everything." For a first semester, first-generation freshman, that measure of self-confidence is remarkable. There is no doubt, "relationship" is everything and the new-found relationship between the CSUS Career Center and the first-generation students from the EOP Freshman Seminar courses seems to hold abundant potential.

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Women's Stories: Writing Our Own Stories and Reading Other Women's Can Help Us Thrive in These Challenging and Uncertain Times

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Women are often so busy struggling to earn a living and caring for family or maintaining an intimate relationship that our long-distance vision can become blurry. I don't mean to leave men out, but women, especially middle-age women, have a challenging role caring for aging parents, insuring that children are equipped to become independent, productive, socially conscious adults, and succeeding in work. We may not have time to read the daily newspaper or listen to the news, never mind write and read personal stories. However, I propose that taking time out to read and/or write stories about our home and work lives can help women thrive in these challenging and uncertain times, find order in this chaos, and formulate a clear vision of personal and professional success.

Here are three reasons how writing our own stories and reading other women's stories can help us:

- We can learn how to take control of the multitude of home and work transitions that we experience throughout our lives.
- We can develop a personal sense of lifework success and formulate a vision of how we can move forward, rather than react to life's challenges.
- By becoming aware of our personal and professional motivations, we can become positive role models for our daughters and other young women.

This article is intended for all women who are daughters and who may be mothers of daughters. It may be of special interest to counseling psychology and women's studies instructors and students, as well as career practitioners and others who would like to learn how personal stories can help mothers pass on, to their daughters and to other younger women and girls, skills to develop their lifework and to manage transitions. Adams (2000) said, "There are no memoirs, as yet, of middle age... There are extremely few memoirs of careers...Memoirs of parenting are essentially memoirs of childhood."[1] For the same reasons that reality television shows and documentary films are so popular, hand-held cameras, autobiographies, and personal memoirs, as well as novels and other forms of literature, bring a person's life story into the viewer's intellectual living room. Rather than attempt to apply the typical career book's seven steps to

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lifework success to our own lives, we can read about how Holocaust or 9-11 survivors coped with the trauma of loss and rebuilt their lives. We can enter the Looking Glass with Alice to recapture the challenges of growing up. We can enter dementia with *Iris*, who, when she still had her wits about her, preferred to know what to expect, rather than fall into the clutches of a debilitating illness, unprepared.

"The writer's business is to find the shape in unruly life and to serve her story."[2] (Gallagher, 2002). Middle-age women have mother and daughter stories to tell and listeners who want to hear these stories. Reading another woman's story or writing one's own story can evoke emotions and even ignite an idea. Reflection gives structure and form to an idea. Through reflection, we become aware of not only what makes us happy (or depressed or angry), but also why and how we can create more positive situations, as well as cope with difficult situations. For example, when I was going through a recent job transition at the same time that my daughter was leaving home to go to college, I kept a journal. Themes of death kept surfacing. Then came 9-11. As I re-read my journal entries about death and loss, and as I listened to my daughter who saw the World Trade buildings up one minute and down the next from her college classroom in New York, I realized that I was afraid of death, especially as it related to my children, both of whom had nearly died when they were infants. When they were babies, I was so busy caring for them that I squelched these fears. Reading my journal entries and reading about the lives of 9-11 survivors brought these fears to my awareness.

As mothers, we can read and write about life's challenges, find themes in our lives, and reflect upon how they have influenced us and those around us, especially our daughters who identify with us so strongly. Though as daughters, we may rebel against our mothers until we begin to have children of our own, we are greatly influenced by them (Waal, 1993).[3] This bond continues throughout a woman's life (Flax, 1993).[4]

We can ask questions that allow us to reflect upon family influences in our lives and work. We can also create and perform activities to make sense out of our own stories. These activities can be grouped under the umbrella term "Lifework Activities," because life and work cannot be separated. Following are examples of activities that provide insight into the primary factors (interests, values, skills, and sources of support) that motivated me, and that can help you to make transitions in your life:

Lifework Activity: What's Missing?

Have you ever reached a point in your life when you find that something is missing from your life and ask, "What is missing?" and "How do I fit into the big picture?" If so, what images come to mind of what is missing in your life? How you could visualize yourself in a better place? What would you be doing? With whom would you surround yourself? Where would you work/live? In what environment? What is missing in your life that you would like your daughter or other young women to have?

Lifework Activity: Create a Lifeline[5]

Draw a horizontal line across an 8 1/2 x 11 paper held sideways, or on a big sheet of chart paper. Divide the line into the decades of your life. For each decade, write several high points above the line and low points below the line within each decade.

Here are questions to reflect upon the decades of your life: What do the high points (positive experiences) in your life have in common? What do the low points (negative experiences) in your life have in common? What themes emerge? What skills emerge that can help you manage a current transition?

Lifework Activity: Create a lifeline with your mother or daughter

If you have been downsized, promoted, closed a business, or faced personal and family challenges, or if your young adult daughter is leaving home, you might wish to reflect upon mother/daughter influences in your family by creating a lifeline with your mother and/or daughter. Draw a horizontal line across an 8 1/2 x 11 paper held sideways or draw a line on a big sheet of chart paper. Divide the line into the decades of your mother's or daughter's life. For each decade, ask your mother or daughter to write or write with/for them the high points above the line and the low points below the line. If that is not possible, do the best you can to recreate their lifeline.

What do the high points in your mother's or daughter's life have in common with yours? What do the low points in her life have in common with yours? Find themes in your mother's and/or daughter's lifeline. Compare the themes in your lifeline with your mother's and/or daughter's. In what ways are they similar? In what ways are they different? What did you discover from the mother and daughter lifelines about your similarities with, and differences from, your mother? You can also compare your relationship with your mother to your daughter's relationship with you.

Through reading other women's stories, writing in a journal, creating poetry, and performing lifework activities,[6] we can "interpret, evaluate, appreciate, and relate events" (Cochran,[7] p. 25) to find meaning and purpose in past and present events in our lives. We can interpret our experiences and connect them to each other through common themes (p. 65).

Lifework Activity: Compose an "I Am From" Poem[8]

Compose a poem that describes your childhood. Include sights, sounds, tastes, aromas, people around you. The poem can be either free verse or rhyme. Write poetry when you need to express strong emotions. Then read your poem over and over to understand your feelings. After delving into your emotions, you can be better able to move through them.

For the past forty years, since my generation rebelled against our parents and society in the sixties, we have worshipped youth and not heeded the words of our elders. Perhaps it takes a major loss, transition, or catastrophe for us to really listen to the wisdom of others and to our own inherent wisdom. After September, 2001, we became aware of the value of listening to those who have survived wars and other traumas. Increasing self-understanding of how we lead our lives can be a catalyst for change, enabling us to take control of and to improve the quality of our lives.

Cochran (1997)[9] says that the two basic reasons for exploring a person's life history are: "(a) past experiences provide information about a person's interests, values, abilities, motives, and character strengths; and (b) the way experiences are selected and organized expresses a unifying story of life" (p. 55). Cochran suggests that counselors can find meaning in a life history by interpreting experiences and providing a broader perspective, connecting experiences to each other through commonality, and finding the significance of experiences in contributing to a longer movement (p. 65). Following are seven ways that he suggests to facilitate this activity: (1) Clarify compositions of personal heaven and hell, (2) Emphasize strengths, (3) Emphasize desires, (4) Educate, (5) Dramatize, (6) Emphasize personal causality, (7) Reflect. Cochran's narrative techniques of interpretation and clarification helped me to find meaning in my story.[10] An inductive (open-ended) thinker, I chose to write my story before analyzing it. If you are a deductive (logical) thinker, you might organize your story from the start with Cochran's narrative techniques, then write your story. Which way of thinking works best for you? Do you have another way to interpret and clarify your past and present experiences that can help you prepare for your future? If so, describe your process.

I would not recommend that everyone who is in a career or life transition keep a journal, write poetry, or perform narrative activities. We are not always at a point in our lives where we have the luxury or even choose to be contemplative. However, 9-11 has shown us the value of contemplation, determining what is really important in our lives. By reflecting upon the past (our parents, ancestors, cultural heritage), we may better be able to understand the present and prepare for the future.

Since women are the primary caregivers of both aging parents and children, we look beyond work satisfaction to define lifework success. Success is a delicate balancing act. We juggle home and work responsibilities. Our challenge is to keep all the balls in the air with our feet on the ground. The show must go on as we create our plotline. Sharing stories helps us learn from others and articulate our successes and struggles as we find our paths.

Recommended Resources

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Making the Most of Recruiters

Darrell W. Gurney

What Color is Your Parachute, by Richard Nelson Bolles, lists "Going to private employment agencies or search firms for help" as the best of "The Five Worst Ways to Try to Find a Job." He estimates that only 5-24% of all job seekers utilizing recruiters will succeed in finding work. Not the best odds! But let's take a closer look: on average, between 5-24 of every 100 clients you see, students you work with, transitioning military you counsel, etc., *will* find a job using recruiters. The message is clear: although recruiters may not land *everyone* a job, they can definitely help some.

Despite the claims made by some monstrous job boards during the net-bold '90s, recruiters will always be around. High-tech can never circumvent the human, high-*touch* element necessary in connecting people with jobs. Technological changes have pressed recruiters to adapt different methods and, as happens in recessions, half the profession may leave during particularly "challenging and uncertain times." But they will return, and the clientele you serve will always want to know how best to work with them. Let's explore "Making the Most of Recruiters."

De-Myth-tifying the Search Industry

We will start with what you already know, or have heard, about recruiters. For the purpose of this paper, by "recruiters" I mean only those individuals working as independent staffing service providers, not "in-house" corporate recruiters. This includes everyone from the small, temporary agency to the kingpin organizations of retained executive search. The philosophy is the same, whether the candidate being placed is a receptionist or a CFO. Think back for a moment to any personal experiences you have had with these "headhunters"—not a *bad* word, by the way…my interpretation being "a messenger of opportunity." Also recall any stories you have heard from clients or friends. Take a moment to do this before continuing.

I can't crawl into your mind, but I'll say that whatever you're pondering is probably a one-sided story. You never hear the other side because recruiters don't make a living talking about what they do but, rather, by doing it. Explanations are scant because they only focus on the next deal. My favorite quote, from *To Kill a Mockingbird*, has Uncle Atticus telling his young daughter, Scout, that to truly understand anyone, you have to step into their skin and walk around for a while. I intend to allow you to don a headhunter's hide to learn how your clients can best be served.

To begin re-skinning, let's first explore a recruiter's mind and motivation. Here are a few questions to answer for yourself…before sneaking a peak at the "answers" below.

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1) Have you ever heard of anyone majoring in "executive search" in college?
2) What gets people into the recruiting business?
3) Should they have a different motivation?
4) What's the primary motivation of a stockbroker? Why? Is that wrong? Should the stockbroker be more focused on caring for people?
5) What's the primary motivation of a clinical psychologist? Why? Is that wrong? Should a psychologist be more focused on making money?

Answers: 1) No 2) Money 3) Varies (e.g., "They should care more about people.", etc.) 4) Move investments around to get the highest return; Makes more money for clients; No; Only if it forwards the primary motivation 5) Relieve neurosis; Satisfaction of healing/fulfill their calling; No; Only if it forwards the primary motivation.

What's the point? Many in the careers world entertain various opinions of recruiters because their motivations, and corresponding ways of operating, are simply not understood. We all think it would be better if others operated as we do. One of the main organizers of the annual ICDC Conference, Dick Knowdell of Career Research & Testing, Inc., generally breaks down career-world professionals into the following Myers-Briggs types:

- Contingency Recruiters—ESTJ
- Resume Writers—ISTJ
- Career Coaches/Counselors—INFP

…or, for those familiar with the Personal Style Indicator, types B, A, and I, respectively. It's no wonder there are clashing interpretations of the "right way" to be or operate!

So, in "Making the Most of Recruiters," one must suspend judgment to learn, from a new-skin perspective, how headhunters are wired—what they do and don't do. Hopefully, as a result, your clients will become the 5-24% who actually get placed.

Headhunter Mentality

A recruiter's business differs from that of a career counselor, coach, resume writer, or unemployment office worker. Each of these individuals is generally paid upfront, or in salary, for services rendered. The average job-seeker deals with a contingency recruiter, however, who is paid only *after* successfully placing a candidate into a position. Another critical difference is that the headhunter's fee comes from the hiring company, which means their choices and operational modes are pragmatic. There's very little focus on the emotional aspects of a candidate's search but, rather, on what fits the bill for the client company's need. Recruiters "care," *and* they know on which side their bread is buttered.

Headhunters are not interested in providing career direction: a person not only needs to know what he wants to do, he must have specific marketable background in that field. Hence, the search industry is of no use to career changers. Recruiters want to see an exact, stable, chronological background in whatever their specialty happens to be, ideally with factors distinguishing the candidate as top-rate (e.g., accomplishment figures, rankings, awards, etc.). "Rubber" resumes (showing lots of bouncing around), gaps, and unfocused careers are not marketable to clients—who can find these people on their own, without an expensive recruitment fee.

Quite simply, recruiters look for an XYZ person to fill an XYZ job: round peg for round hole. It's not brain surgery, but it does take the finesse and relationship skills of any sales job, because it's a 100% people business. The headhunter is selling on both ends and is best thought of as an information broker and potential long-term career partner.

Therefore, expect recruiters to behave more like stock brokers than clinical psychologists: brief, directed communications; time-is-money attitude; placement-focused goal orientation, with client satisfaction as the #1 goal. Their client is always the *company*. But you might call the candidate a *customer*...a good recruiter realizing that happy, well-placed candidates become tomorrow's hiring managers.

Employee Mentality

For the most part, an "employee" mindset characterizes most of your clients—the idea that their long-term welfare depends on an employer's willingness to hire and keep them. In his book *Job Shift*, William Bridges points out that the traditional permanent job is on the way out. In the future, "job security" will be determined by one's network of potential service recipients—a more free-lance economy.

I advocate a business-owner mentality over the employee mindset. If one chooses to run his or her own business, with certain "employable assets" to be invested in reaping the highest return, then it becomes harder to fall asleep in any particular job. The goal of every business is to obtain the greatest return for a given amount of assets. This "return" might show up for an "investing" employee in the form of compensation, commute, growth opportunity, work schedule, or anything else considered valuable. Shifting into a mode of *always* being awake, aware and "looking" for better investment opportunities (nee "jobs") will leave fewer of your clients unexpectedly out in the cold when inevitable corporate changes occur.

Lifetime Career Management™ prevails over emergency career management: no more waiting to discuss other possibilities until the writing is on the wall or the pink slip is on the desk. Rather than contacting recruiters only when the need for another position is dire, maintaining one's ongoing presence as a "passive" candidate in the systems of a few select recruiters' is a wise move. Recruiters prefer passive candidates to those plastered throughout the Internet and e-blasted to every other search firm. It's a question of providing a client with someone that can't be found just anywhere...so a less "exposed" candidate is more marketable.

Good recruiter management means candidates having a few search professionals in their niche, always updated with their most recent resume and contact information. With the advent of keyword searchable databases, it is imperative that ears-open candidates constantly update their resume with specific words and phrases that will have them found in a search. They may not move every time a recruiter calls, but it *always* helps to know what opportunities are unfolding in one's field.

Benefits for the "Hunted Head"

Of every 100 individuals, perhaps only 5-24 will reap the benefits of being placed. It is still worthwhile to throw one's hat into the ring, especially since it costs the candidate nothing. What do candidates get through a headhunter's efforts that they can't get on their own?

1) Noticed: A recruiter presenting them to a client company makes that individual stand out from the crowd of other resumes/e-mails, and ascribes a certain energy of "this person is good enough to have representation for his/her career."

2) Presented: Candidates who are heard about, rather than having their information only *seen* by a hiring company, come with many good feelings (from the recruiter) attached.

3) Financial Security: Generally, a company paying money for a candidate is financially strong.

4) Insurance: A firm paying for a candidate is more committed to his/her success than to someone they get free of charge. It represents an investment on the line.

5) Hidden Job Leads: For various reasons in today's wild e-world, positions are still assigned as "confidential" to search firms.

6) Interview Preparation: yes, your client may think she knows how to interview, but a recruiter's income depends upon their landing the job. So, recruiters offer not only an inside view of the hiring company but a feel for the people the candidate will meet—much more specific than can be researched on the net.

7) Negotiation: headhunters' fees are based on the placed candidate's compensation, so they are looking out for the candidate's (and their own) best result. Few professionals are at ease dealing with this very *personal* area: one's paycheck!

8) Buffering: throughout the interview and hiring process, as well as the initial period on the job, a recruiter serves as a useful informational channel between candidate and company—sometimes a critical factor of success (e.g., "What she meant was…;" "Their impression of you was…;" "What we want to emphasize more on the next interview is…;" etc.).

The long-term rewards from affiliating with a few recruiters for life are greater than the short-term ones from an *emergency* job search. Just as the Hollywood and sports types can focus on what they do best by having someone else manage their movement, a few chosen career partners can support your clients' long-term goals and desires.

Choosing a Recruiter

When the job market is candidate-driven, meaning far more good opportunities than good people to fill them, it pays to know how to distinguish the best recruiters to work with. Of course, in these "challenging and uncertain times," *any* recruiter calling a candidate about *any* opportunity might be a good thing. The economic right-sizing of 2000 has been prolonged by tense world events and corporate scandals, but this too shall pass…and we will soon embark on another candidate-driven market.

Fact: more and more baby-boomers moving into retirement (at least those not invested in Enron or Worldcom) will create a huge vacuum throughout the economy. A Bureau of Labor Statistics projection states that by 2006 there will be 141 million workers to fill 151 million jobs! Therefore, you can look forward to many recruiters pounding on the doors of top talent. With that future focus, here are a few simple pointers for your clients in sorting through the hoards of headhunters chasing them.

1) Retained vs. Contingency: Really a non-issue. Traditionally, higher-salaried ($150K+), C-level executives are recruited by retained search firms, that are paid a portion of their fee upfront and work from a very short list of potential candidates—generally those already filling the executive suites of client competitors. You don't "sign up" with a retained search firm—if they want you, they will find you. Most candidates work with contingency recruiters, paid by client companies only after a successful placement. There is no status differential between retained and contingency, just a difference in payment plan. Unlike retained, contingency recruiters rely heavily on their candidate database, so it's smart to get into their systems.

2) WO/WI Factor: (Pronounced "wow-wee" as in "Wowee, man does that guy talk a lot!") This is the simple rule for measuring how many words come out of a recruiters mouth versus how many are going in their ears. True, headhunters will always be pushing their available opportunities, but it's important to know that they hear the candidate's needs and desires and, accordingly, only present opportunities that fit those stated needs and desires. No candidate wants to feel like a square peg being shoved into a round hole.

3) Trust & Clout: These can be measured in traditional and non-traditional ways. First, it's always possible that a recruiter maintains letters of reference from satisfied clients and candidates. Secondly, many search firms are affiliated with others through various network associations. This shows their active participation in the trade and gives the candidate a broader base from which possible opportunities might arise. Lastly, here's a few questions a candidate might ask:
    - "What would your candidates say about you as a recruiter? What would your clients say?"
    - "What is the fee range you charge client companies?"
    - "Will you please tell me the professional and salary levels of your last 4 placements?"

   Please note: This demonstration is by a trained professional. Your clients should not practice this at home in a down-market. The above mentioned questions can only be asked by uppermost top-talent during economic boom times, when headhunters are clamoring for their head.

4) Systems Savvy: It is important that recruiters capitalize on the efficiency and productivity allowed by today's technology, and that they interact with client companies at the level of up-to-date business systems. Keyword searchable databases, e-mail, etc., are all basic tools to search out.

5) Specialty: It's no use blasting a resume out to hundreds of recruiters at random. (As mentioned earlier, e-blasted resumes aren't attractive to recruiters simply because everyone else got it too!) Recruiters can only help someone marketable within their niche or specialty. Candidates

should consult recruiter directories that outline the various specialty areas in which recruiters focus (e.g., *The Kennedy Directory of Executive Recruiters*, aka "the Red Book").

Meeting the System

As stated above, to make the most of a recruiter's talent it is important to position one's self strategically in their database. You do it by meeting the system right where it is. Gone are the days when search firms kept steel filing cabinets full of candidate resumes. Headhunters no longer thumb through folders when searching for a possible fit. Instead, they put a few key words or phrases into their computer to reveal *exactly* who they should talk to. The advent of keyword searchable databases has allowed for more efficient operations as well as exponentially increased resume storage capacity. The result is that more saved candidates have a chance of hearing from the recruiter.

Candidates should create the lowest "database resistance" possible when submitting their information to a recruiter. This means e-mailing a resume within both the body of the e-mail as well as in an attached Word file. The e-mailed text version can be quickly plopped into the database, while the formatted Word file can be saved for future client presentation. Under no circumstances should a resume be mailed or faxed today, as this creates a huge lag between receipt of information and inclusion in the database. Recruiters just don't have the time to process/scan a hardcopy, doing their best to simply stay on top of e-mails.

To be poised to pop up on a recruiter's database/radar screen, candidates should have fully "loaded" resumes—chock full of words and phrases that bespeak their capabilities. Focus on the following:

1) Functions/Skills/Responsibilities: Every position has activities and duties particular to the job. In Finance, key words could be "SEC" filings, or "10-K/10-Q" reports; in Sales, relevant words could be "cold-calls", "prospecting," or "above-quota." Whatever specific words or phrases capture the main aspects of the work should be included.

2) Job-Specific Terms or Phrases: Particular fields often have specific buzzwords. For example, in the area of Human Resources Management, the term "cultural change" is used in relation to corporate adaptations to new times; "business-to-business" is a phrase specific to a certain Sales arena.

3) Specific Products or Services: Resumes often lack specific reference to the goods being dealt with. A company name does not always convey their actual product or service. Therefore, in addition to stating that one's employer is Gerber Foods, it is important to spell out "baby food."

4) Industry/Work Environment: Although someone works for Sony Pictures, "entertainment" may be the word that locates them for a related position. Similarly, someone dealing in "international" business or employed with a "manufacturing" company should specify these environments

As stated earlier, a resume outlining these areas and more (awards, certifications, etc.)

should be updated and resubmitted regularly to one's "career partner" recruiter. Having your client constantly document his/her increased skills and abilities creates an ongoing awareness of their valuable assets, much like a company's balance sheet. By adopting this [YOUR NAME, INC.] perspective, along with using professional recruiters as a tool, your clients ensure that their "stock" continually receives the highest bids from the market...placing them in the winning 5-24%.

No One is Unemployable: Creative Solutions for Overcoming Barriers to Employment

Elisabeth E. Harney

WorkNet

The goal of the WorkNet Model Career Development & Job Placement for People with Barriers is to help even the most challenged job seekers to begin and advance in careers they enjoy. This paper presents one key component of the WorkNet Model … our practical and proven process for creatively overcoming any barrier a candidate faces.

WorkNet is known for making Career Development a reality in the lives of people often considered "unemployable." Having explored the concepts, tools and techniques that work in the mainstream, we have developed an approach that allows Career Development to come alive for people who are generally given quick-fix job placement services, void of the tools needed to ensure long-term success. Our process begins with Life/Work Planning. To accommodate our unique clientele, we redefine "work," discover their work motivation, and deal with the "Fear Factor." Throughout the process we teach candidates to become "bi-cultural" in today's business world, so they not only get a job, but set the stage for excellence and advancement. Before we are done, significant attention is paid to job search techniques, especially non-traditional methods that work best for people with major barriers.

The process is not surprising, but our approach is. In the middle of the process begins a critical piece of the puzzle upon which success hinges … identifying and overcoming the myriad barriers faced by our clientele. Our challenge and our passion is to create solutions that far surpass mere band-aids that allow for job placement. With hope and honesty, innovation and practicality, we seek solutions that lay a foundation for long-term career success. All the while, candidate fear is decreased, while confidence and buy-in increase. This paper will act as a crash course in:

- The heart of WorkNet's Ten Step Process for overcoming any barrier,
- How to "think like the employer" so you can identify and effectively overcome barriers, and
- How to use WorkNet's Five Approaches to overcome barriers.

Many will benefit from understanding and learning to use this process. It is designed for Career Specialist serving people considered difficult-to-place, including those transitioning from welfare, incarceration, homelessness, addiction, domestic violence, poverty, injury, mental illness,

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disability, and other challenges. The process also provides a focused and effective approach for Career Specialists serving more traditional and receptive candidates, such as graduating college students, career changers, recently displaced professionals, vocational students and others eager and equipped to begin careers.[1]

As you are introduced to this process, be aware of your own mindset. Do you believe that no one is unemployable … that everyone can and deserves to pursue work that is fulfilling to them … that any barrier can be overcome? Remember, "He who believes it can be done, and he who believes it can't be done are both right!" In this sense, *your mindset* is paramount. True, for the most part in the Career Development process, you are but a link between candidate and employer, but our mindset (your hope, or lack thereof) will be revealed in even the simplest interactions with your candidate. If you find yourself doubting, remember that it is not your job to decide who is employable. This is the role of the employer. I will also grant that the candidate's belief about their own potential plays an important role. The candidate who is sure he will be successful (even if he is lacking much of what the employer wants) is often quickly hired and trained by a grateful employer, while the candidate who believes no one will hire him (even if he is very talented and a great match) often goes unemployed. I think we can all admit that we have known candidates who were sure to be snatched-up in the first interview only to watch them limp along unsuccessfully for months, and others who were going to be difficult-to-place who got hired immediately! Thank goodness it's not our job to decide who's employable; we're actually not that good at it! Do whatever is necessary to keep a positive mindset; then remind yourself as often as necessary that the employer and the candidate decide.

WorkNet's Ten Step Process is designed to identify and overcome any barrier, from felony convictions to over-qualification, and no work history to missing teeth. There is no "one, right way" to overcome a barrier. The best approach depends on the situation and the candidate's perspective. The foundation of the process is established in steps #1 - #4, which will be the focus of this paper.

1. Identify the barrier
2. Identify the candidate's perspective on the barrier
3. Identify the employer's perspective about the barrier
4. Choose an approach to overcome the barrier
5. Eliminate the employer's concern
6. Meet the employer's needs
7. Turn "lemons into lemonade"
8. Put together good answers
9. Practice good answers
10. Match the candidate

Identify the Barrier: Step #1

Let's assume that the candidate has been well-guided in the processes of life/work planning and career exploration, and that the position they are pursuing is a good match. They may have all the skills needed to impress the employer, or merely the raw talent and the ability and willingness to learn. In either case, they can effectively compete for the job.

First, to identify the barrier, you must define barriers as broadly as the employer does because they decide what's a barrier. Our definition is "anything the employer will use to screen the candidate out" … anything! We don't care if it's nice, or fair, or even legal. If the employer might use it, we deal with it. So, we have learned to "think like the employer."

Look! … Up in the sky … Is it the DOT? … Is it a pile of job leads and a useless seminar? … No, it's PADMAN! Yes, PADMAN is our super hero. He helps us think like the employer. He reminds us that it's not just about the ability to do the job, but also about Presentation, Attitude, Dependability, Motivation and Network. There are several key lessons here.

1. All six areas are important, though priorities depend upon the job title. A candidate who is all but motivated, or has everything but a good presentation is likely not to be screened-out.

2. Employers defined these terms differently than we did. Presentation – "Don't just look good; look like us!" Attitude – "Don't just be a positive, problem-solving team player; embody the company personality and culture." Dependability – "I don't care if you're here, everyday, on time if I don't trust you!" Motivation – "Don't just be motivated, be motivated to do what we're doing! Tell me how you will further our mission and build our business." Network – "Prove to me that you attract the right kind of people, not the wrong kind." As we listened to employers, they challenged and broadened our understanding in each area. … except Ability.

3. They valued ability less than we thought they would, and were far more willing to train in this area than we expected … whew! What a relief, considering our candidate's background! Ability - "If they have it, great. If they can learn it, great. Just send me someone who is what I want in the other five areas, and I'll teach them to do the job."

PADMAN is a simple and effective way to think more like the employer. Every reason an employer hires, fires or promotes, and every interview question they ask comes down to their concerns or needs in these six areas. So, looking at a candidate in all six areas allows you to identify barriers (and selling points, but that's another topic!). Don't be shy! Identify and be willing to tackle anything the employer might use to screen-out. And … don't keep this secret to yourself. Teach your candidates to think like the employer too.[1 & 2]

Understanding The Key Perspectives: Steps #2 and #3

Remember, you are the link. Once you identify a barrier, you must understand the perspectives of the two key players in this situation … the candidate and the employer. You may do this in either order, but you must begin immediately (or you waste time) and you must finish BEFORE you an approach to overcome the barrier (or you waste more time).

To understand the employer's perspective, use PADMAN, contact some employers and get some savvy, honest employers to mentor you. You may be shocked at the assumptions they make as they eliminate all but one applicant. But, remember, the hiring process is a screen out process, and that if your were the employer (with your job, your reputation, your home on the line) you might assume too. You don't have time to get frustrated at "how employers do things." This is a golden opportunity to learn so you can better serve your candidates. Don't miss it!

As you seek the candidate's perception about the barrier … watch, listen, ask! Are they unaware of the barrier? Do they think it's the employer's problem, not theirs?! Do they fail to see how it impacts their employability? Or, do they realize it's a problem and simply need some help? Their perspective will determine how you partner to overcome the barrier (i.e., which approaches you use).

Choosing An Approach to Overcome the Barrier: Step #4

This is the fun part! In fact, many of us chose our work because we enjoy and are good at this. Yes, we're so good at it that we often skip steps #2 and #3 and immediately begin solving the problem! Don't let yourself get away with this. Without considering the employer's perspective, your solution may not be adequate, increasing the candidate's job search time and frustration. Without considering the candidate's perspective, even the best of solutions may not be embraced and could cause a breakdown in your partnership, lengthening the process and decreasing trust and success. To get the results your candidate deserves, you don't have time to skip steps #2 and #3. Once you have done steps #1-3, you can jump whole-heartedly into step #4.

There are five approaches we use to overcome any barrier, and in all our years, we have not discovered a barrier that couldn't be overcome. This does not mean that the old become young, the mentally ill are cured, or we can wish away poor work history. It simply means that these five approaches allow you and the candidate to effectively reduce the employer's concern so they can see the person behind the barrier. This is especially true when the job search strategy is designed with the candidate's barriers in mind, as well as their strengths, personal style, etc.[3 & 4]

The five approaches are:

1. Adjusting An Outlook
2. Changing Where You Look
3. Accessing A Resource
4. Learning A New Skill
5. Developing A Good Answer

Often a single approach eliminates the barrier, but sometimes a combination is required. Imagine that a candidate has no car, and you provide the resource of a bus pass. Obviously, you need to change where you look ... for companies along the bus route and shifts during hours when the bus runs. You may also need to develop a good answer in case the employer asks why the candidate doesn't have a car. If the candidate has never used public transportation, you may need to adjust their outlook so they are willing, and teach them the new skill of using the system.

Below, is a thorough explanation for adjusting an outlook, as it often acts as a foundation for the other approaches. Then, I will briefly explain when and how to effectively to use the other four.

Adjusting An Outlook

Though there is no "right" approach to use in overcoming a barrier, we have learned that helping a candidate adjust their outlook often allows for more effective use of the other approaches. For example, if the candidate has not changed their mindset, you may offer a resource that goes unused or develop a good answer that is never stated. Here is the most effective way we have found to help a candidate adjust their outlook.[5]

Long before you feel the need to adjust an outlook …

Adjust your own outlook!

Approach this process with a helpful mindset. Remove your value system from the interaction; it is not helpful and gives the candidate something to fight against. Besides, this is not about what offends you or how you would do it; it's about helping the candidate successfully transition into a career. Remember, each attitude/behavior they display was developed for a reason … it works somewhere in their life, or has in the past. If they grew up in an abusive home or their last boss took advantage of them, they may act defensive or helpless … not an inappropriate response. If they have been on the streets or in prison, they may use profanity and display intimidating non-verbals … again, not unreasonable in the situation. Delete the word "inappropriate" from your vocabulary in this situation. That they have developed this outlook is not the problem. That they offend you or do things you don't understand is not the problem. The problem is that they are now preparing to enter today's business culture where the helplessness or intimidation that has served them so well in the past will hinder them. It is essential for success that you approach this situation with an understanding that the real problem is the "disconnect" between the candidate' behavior or attitude and their goals (and career success).

Identify the candidate's new goals and discover what they are willing to work for.

You may discover that they are motivated toward something positive … being financially self-sufficient, making their mother proud, buying their own home, gaining their children's respect or brightening their future. They may want to move away from something negative … never wanting to see your face again, getting off of welfare and getting the system out of their life, moving out of their housing arrangement or staying out of prison. Discover whatever they are willing to work for, because this is "what's in it for them" to make change, and you need to know this.[6]

Set the stage.

Whether you ask their permission or simply let it be known, they should understand that you are committed to helping them achieve their goals (and that and career success can help). Throughout your partnership, as they demonstrate behaviors or attitudes that would hinder them from reaching their goals or being successful in today's business culture, you will remind them of their new goals and facilitate a process by which they decide what they want more ... to maintain the behavior or attitude (and compromise the goal) or adjust their outlook so they can reach the goal.

Once you identify a behavior or attitude that reveals the need for an outlook adjustment ...

1. Embrace it ... for a moment!

In your mind, and even out loud with the candidate, acknowledge the outlook and the purpose it has served. Spending a brief moment here will help build rapport and show respect to the candidate, and let you remind yourself that the outlook itself is not the problem ... that it will hinder them from reaching new goals is the problem.

2. Remind them of their new goals & allow them to see the disconnect.

Insanity is doing the same thing over and over, and expecting a different result, right? Remind the candidate of the things they say they want, especially things that will be compromised or lost if they maintain the behavior or attitude they are displaying. Don't be condescending! This is not about you being right. Let them wrestle within themselves, and not against you. You know what motivates them ... quote *them* back to them. They may be able to argue with you, but it is very hard to argue with their own words. At this point, the candidate should see the disconnect and realize they can't have it both ways. They have a decision to make and this is a critical moment.

3. Allow the candidate to decide.

Even though you think you know what's best, let them decide whether to maintain their current outlook and let go of the goal, or adjust their outlook so they can reach the goal. It's their life; they get to choose. Besides, they already know what you think they should do! And actually, backing off at this point is more likely to produce the results you are hoping for than if you push! If you push, they usually push back and often stay stuck just to spite you or prove they have control in their lives. If you don't push, they can genuinely decide and then be held responsible for the success or tough lessons that result.

> *As your Career Mentor, I'd like to share an observation so you can decide what you'd like to do. I'm noticing that ...*(behavior/attitude).
>
> You may choose to briefly acknowledge or ask them where this has been appropriate or helpful. *This makes sense because ...* or *As we've talked about, you developed this because ... and it was a good thing.*
>
> *However, you've told me that you want ...* (new goal), *and the two don't seem to go together. It's your life and you need to figure it out how ...* (behavior/attitude) *helps you* ... (goal).
>
> Let them respond. They will generally see the disconnect and realize the dilemma.

So ... it looks like you have a decision to make because it looks like you can't have both. Which is more important to you, maintaining the behavior/attitude or reaching the goal?

If you find that the candidate gets defensive, it is probably because you haven't built enough trust or have failed to focus the conversation on "what's in it for them" (something they want, not what you want for them). Review and implement the three keys at the top of this section.

This process should allow you to help candidates adjust their own outlooks. In some cases, the development of the new outook, and resulting behaviors and attitudes will mean that the barrier is overcome. In other cases, the new outlook lays the foundation for the other approaches.

Changing Where You Look

The employer decides what is and is not a barrier, based upon their concerns and needs in each area of PADMAN. Because what is a barrier in one situation may not be a barrier in another, some barriers can be overcome by changing where the candidate looks for work. Here is a quick example for each of the five ways to change where you look.

Title (skill group) – An injured construction worker who loves the field might stay in construction but pursue a title that uses other skills he possesses, such as sales, supervision, inspection, training, customer service, management, or machine operation.

Field (environment or area of interest) – A candidate with a felony conviction or a candidate laid-off from a shrinking field might use their current skills in a different field that poses fewer legal restrictions or that is more present in the community.

Image (presentation and lifestyle) – A candidate who wants to show-off their tattoos and piercings, a Harley-driving long-haired accountant, or a cross-dresser might seek fields and companies with a similar image and culture, or look for jobs behind the scenes.

Location – A candidate who wants to be a surf instructor or a Forest Ranger may need to move to another part of the country, and a candidate without a car might choose companies that are on a bus route, within walking distance from home or offer an employee vanpool.

Values – A candidate with strong religious beliefs might seek companies who believe likewise, and a candidate in recovery from addiction might look for companies committed to a clean and sober environment, or run by other people in recovery.

With this approach, success lies in isolating and focusing on the changes that will eliminate the barrier. It would be short-sighted to convince our recently injured construction worker that because he can't be a laborer, he should leave the field he loves and knows so well. Yes, he needs to use different skills, but he is highly valuable to employers for his field knowledge, experience, and network. Changing only what needs to be changed will help you avoid creating new barriers and make for a smoother transition.

Providing A Resource

This approach is used when accessing information, an item or a service will eliminate a barrier. Providing a resource is often quick to do and easily embraced by the candidate. Resources vary from simple solutions like a bus pass, interview clothing, a phone line or mailing address, a haircut, personal hygiene supplies or work boots, to more challenging solutions like dental work, anger management, eye exams and glasses, housing assistance, vocational training and child care assistance.

You will find the most lasting success when you work along side the candidate, instead of solving these problems alone at your desk with your rolodex and telephone. Together, identify the need and explore the options (or have the candidate do it and bring the results to you). Then, facilitate a process by which the candidate chooses. Finally, instead of doing it for them, or leaving them to fend for themselves, walk the candidate through the process of accessing the resource. The skills and confidence built will help them in the job search and on the job.

Learning A New Skill

Our model is one of Career Development, not vocational training and placement. So, when it comes to learning new skills, we don't mean driving a forklift, using a computer, or changing a bedpan. For these we would find a training resource. For us, this means learning the myriad other skills that make a candidate successful, like maintaining eye contact, walking, standing and sitting like a professional, speaking properly, being on time, shaking hands, dressing for success, maintaining personal hygiene, asking appropriate questions, etc. … the non-Ability areas of the PADMAN.

Our teaching process is simple. It incorporates the various learning/processing styles, and when applied consistently it produces quick and lasting results.

TELL them what you want them to know

SHOW them what it looks, sounds, feels like (role plays, visualizations, videos, games, examples)

WATCH them do it (or have them visualize and explain to you how they would do it)

PRAISE what they did well

CORRECT what needs improvement

REPEAT … watch, praise, correct … watch, praise, correct … watch, praise … until they do it well

If you need to re-tell or show them, do it differently this time! They didn't understand the first time, so have them tell you what they know and add to it, have someone else explain, or show them in a different way. Correct only when they have a chance to immediately re-implement the new skill with more success. Repeat until they do it well and naturally. And finally, always end on praise.

Don't believe that just because the candidate has the ability to do the job and you write them a good resume, they are employable. These other "little" issues are enough to get them screened-out. They are not just the icing on the cake … they are the difference between cake batter and the finished product! Don't let your hard work unravel because you missed this.

Developing A Good Answer

This final approach is used in two instances. Good answers are needed when an employer will likely become aware of a barrier and could use it to screen the candidate out. For example, age, felony conviction, race, gaps in work history, gender, addiction, having been fired; etc. It doesn't matter if it is legal or not! If the employer will use it to screen-out, deal with it because once the question is asked the candidates must respond. NOTE: What about the issues the employer doesn't ask about but uses to screen-out, like age, weight, or gender? The candidate needs a good answer that they can offer without the employer asking! Is it awkward to talk about a negative, even illegal, issue that the employer has not brought up? Maybe. But it's better than having no chance to talk about it, then getting screened-out for it!

Good answers are also needed for any issue a candidate fears the employer will discover, ask about and use to screen them out … whether it is likely to come up or not! For example, living in a shelter, their sexuality, past abusive relationships, mental illness, etc. they need a good answer. Oddly, when a candidate is particularly scared a specific issue will come up (however unlikely), sometimes it does! A self-fulfilling-prophesy brought on by the candidate's fear … either the employer asks, or the candidates "tell on themselves." A good answer will reduce the candidate's fear so the question is less likely to be asked, and they have a response if it is.

For **current life situations** that could cause concern, such as having several small children or no car, the candidate should simply share their solution and any skills gained in handling the situation that would make them better at the job. For example, someone who rides the bus may share that they will arrive on time and ready to work because they don't have to worry about fighting traffic or breaking down. A parent of three small children who has arranged childcare and a solid back-up plan, may share that organizing, problem-solving and multi-tasking are natural skills.

Past events and patterns that would concern an employer, such as a criminal history, having been fired, relocating a lot, leaving several jobs to have children, filing a worker's compensation claim, gaps in work history, a decrease in pay, not completing high school, and others, require a more sophisticated good answer. We use the following process to allow candidates to reduce the employer's concern and share how they can meet the employer's needs.

1. Embrace the Question

It is not surprising that employers ask about these issues. We suggest that rather than merely enduring the tough questions, candidates welcome them.

2. Take Responsibility (10-15 seconds)

The candidate must acknowledge what happened and their part in it. Blaming, denying and candy-coating only make them seem irresponsible. They must be honest, but help them choose words and images that allow the employer to continue listening and not get stuck (drank too much rather than alcoholic, took a life rather than murdered, etc.)

3. Share the "Moment of Clarity" (10-15 seconds)

The bigger the mistake, the more dramatic the moment of clarity must be. The candidate cannot simply say. "It won't happen again." They must know why and how they will ensure it won't, and convince the employer. The goal is to reduce the employer's concerns.

4. Paint A New Picture of Today (15-20 seconds)

At this point, the candidate should transition to how their life is different today. This should continue to reduce the employer's concern, allow them to see how the candidate is the "exception to the rule," and begin to feel secure that the barrier will not recur or cause them problems. Perhaps the candidate has new friends, is involved in recovery, the community or a church, is going to school, enjoys watching their children grow, etc.

5. Tell The Employer What They Gain (20+ seconds)

Finally, the candidate should move away from the barrier and transition to why they would be great for the job. They can share some of their strengths in PADMAN, and even turn lemons into lemonade if appropriate (see step #7). In the end, the employer feels they can ask clarifying questions if they want to.

I am glad you asked. I want to share something I have learned -- an important lesson I learned the hard way. When I was younger, like a lot of people, I started drinking and even used some drugs. I tried to quit, but I couldn't do it for even a few days. Over time, I lost everything ... my self-respect, my children, all hope for my future. Then, about a year ago I hit bottom. I knew I would die if I didn't get help, so I checked myself in to a recovery program. Today I have almost a year without any controlled substance in my body. It's been one of the best years of my life! I am active in recovery and plan to live the rest of my life this way. Today, I have new friends who live a healthy lifestyle. I'm involved in my church and even look forward to sponsoring others in their recovery someday. I recently completed a Career Development course and discovered that I could build a career doing something I love ... working with animals. My goal is to become a Vet Tech. and I plan begin my education in the fall. I am interested in joining your team because you are the best pet shop in town and it would give me a chance to get started in the field. I have more than 8 months experience in customer service, am willing to start at the bottom and will be loyal employee because I will be in school for at least two years.

This good answer could be used for questions about poor work history (gaps, getting fired, relocating, short blocks, etc.) or even a criminal background. Here, the candidate shared about their addiction and recovery, which actually helped because several barriers could be explained away by putting them all in the same basket. And, if the employer believes the candidate will stay clean, they may also decide that the other issues will disappear.

Good answers are a great way to overcome barriers because they do so much to make the candidate "human" ... a person with a lot to offer, not just a "bucket of barriers." An effective good answer decreases the candidate's fears and increases their confidence, while reducing employer's concerns and allowing the candidate to prove they can meet the employer's needs.

Remember that to achieve the long-term goal of career success and satisfaction, it is best to walk along side the candidate, teaching them to implement the five approaches on their own, so they can use them in the future.

The Rest of the Story: Steps #5-10

Eliminating the Employer's Concern: Step #5 - Adequately doing steps #1-4 should eliminate or drastically reduce the employer's concern that the barrier will be a problem in the future and may, in the case of a good answer, also allow the candidate to prove they meet the employer's need (step #6).

Meeting the Employer's Needs: Step #6 – Don't just present strengths and pat work history. Discover what the employer needs and help the candidate prove they can do it. Our process for developing "Quantified Selling Points" is designed specifically to allow people with barriers to prove they can meet the employer's needs. It allows them to pull proof from their whole life, instead of limiting them to what may be miserable work history and insufficient education.

Turning "lemons into lemonade:" Step #7 – Imagine a candidate who believes a barrier will ensure their failure suddenly realizing that not only will the barrier not hold them back, it could be the very thing that qualifies them! There are times when having faced and overcome a barrier is actually part of the job qualifications, or results in qualities that make the candidate more effective … a recovering addict who becomes a counselor, an injured worker who builds a career in Voc Rehab, a single parent who writes for a parenting magazine, an ex-con who helps troubled youth make better decisions than he did. Don't over do it, but this step builds a lot of confidence and can make the candidate more attractive to the right employer.

Putting Together Good Answers & Practicing Good Answers: Steps #8 and #9 – These steps are necessary when you develop good answers.

Matching the Candidate: Step #10 – The process of overcoming barriers is not complete until the candidate is embraced by employers and attached to the workforce. If they don't get job offers, the process was in vain. As you match candidates to appropriate opportunities, learn each step along the way … adjust your understanding of the employer's perspective, rework good answers, access other resources, etc, When the employer agrees that the barriers are sufficiently overcome and invite the candidate to be part of their team the process is a success. But beware! Once the candidate has the job, new barriers to retention and advancement arise. Barriers must be identified and overcome throughout a person's career, and this process will help.[1]

References

[1] - No One Is Unemployable: Creative Solutions for Overcoming Barriers to Employment, WorkNet Publications, © 1997, 1-888-996-7563. This engaging and practical book offers a full curriculum on the Ten-Step Process, an extensive section on Job Searching from the Employer's Perspective especially for people with barriers and more than 120 sample solutions, examples and real life stories.

[2] Overcoming Barriers Card Sort Game & Overcoming My Barriers to Employment Journal, WorkNet Publications, © 1998, 1-888-996-7563. This card sort game and interactive journal teaches candidates to think like the employer, so they can identify strengths and barriers, then introduced the five approaches so the candidate can begin overcoming their barriers.

[3] Creating My Job Search Strategy, WorkNet Publications, © 1998, 1-888-996-7563. This interactive journal allows candidates in a group or on their own to explore and develop a job search strategy that minimizes their barriers, highlights their strengths and allows the employer to see the person and the possibilities before screening them out because of glaring barriers.

[4] Marketing Myself On Paper, Marketing Myself In Person, and Marketing Myself Over the Phone, WorkNet Publications, © 1998, 1-888-996-7563. These journals, used subsequent to Creating My Job Search Strategy help candidates develop the tools that will market them best.

[5] Understanding Today's Business Culture, WorkNet Publications, © 1998, 1-888-996-7563. The goal of this journal is to help candidates become "bi-cultural so they can succeed in the world of work. In addition to teaching them expectations and behaviors for success, focus is given to developing attitudes for success.

[6] Work Motivation, WorkNet Publications, © 1998, 1-888-996-7563. This interactive journal, along with games from the WorkNet Game Box, allows candidates in a group or on their own to explore "what's in it for them" to work ... something they want and are willing to work for. Candidates also get a chance to begin to dream again and begin dealing with the "Fear Factor."

Blood Money: Understanding the Heart, Pulse, and Soul of Money in Our Lives, Families, and Careers

Mary H. Jacobsen

Introduction: "We're in the Money"

"We're in the money," sings the chorus line in the 1933 film musical, "Gold Diggers." Adorned in silver dollars, they express the American dream. They also express a deeper truth. We are, as Michael Phillips has said, "in the money in just the way that a fish is in the water" (p. 170). It's the medium through which we survive. We not only "swim" in money, at times, we feel that we can't get out.

Money spreads across Earth like a tsunami, consuming land, species, and indigenous cultures. In its wake, it leaves pollution, pavement, and poverty. Money is only 3,000 years old, a drop in the proverbial bucket of evolutionary time. Yet this "rough beast" once unleashed now controls us, converts human energy, time, and intelligence into commodities to be bought and sold.

If money seems both godlike and diabolical in its omnipotence and reach, if it seems to have supplanted religion, if it appears magical in its power to fulfill desires or to disrupt lives, it shouldn't surprise us. Money began in tandem with religious ritual; its roots dip into the underworld of our oldest fears and desires. Money's restless appetite; its protean shapeshifting from precious metals to shifting numbers on a computer terminal; its hierarchical scheming to accrue in the control of a privileged elite; its reliance upon faith to give it meaning: these qualities are our own. Money has no qualities. It reveals only our limitations and potentials.

Many career coaching clients seek help with a universal quandary: how do I balance making "enough" money with my personal purpose and integrity? Although each individual answers the question differently, we can gain insight into our own and clients' relationships with money by understanding the origins of money and its psychological significance. We can use the "depth perception" of these lenses to define money's true purpose.

Where Did Money Come From?

Food is the earliest form of wealth. We still refer to money as *bread, bacon, gravy, lettuce, etc.*. Money evolved from food shared at ritual, communal meals consumed by early kinship groups around a sacred hearth. Food links body and world, spirit and matter, survival and death, and its power was felt more keenly in early times. William Desmonde suggests that

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after great hunger, consuming food produced a surge of power and vitality felt by earlier people to be derived from the spirit in the food itself. Animate forces infused vegetative and animal life. Drinking the blood and eating the flesh of sacrificial animals created a mystical communion with ancestral, vegetative, and animal gods, insuring fertility and vitality. The priests presiding over these sacrificial banquets exercised both religious and secular authority. They doled out the first form of payment as "shares" of the communal meal, determined by social rank, and required the first taxes, in the form of votive offerings.

In primitive cultures around the world, human and animal sacrifice propitiated deities. Bulls were the official sacrificial offering in Greek and Roman civilization. Even today a "bull market" connotes a vital economy. Excavations around ancient altars unearthed miniature animals, bulls' heads, and cooking pots. These miniatures, precursors to coins, were talismans symbolizing communion with spirits and magically storing spiritual power. They symbolized one's "share" in the sacred meal, and one's social rank.

Coins evolved from these miniatures, stamped with images of deities or their attributes, such as Athena's owl or Apollo's tripod. The value of early coins was their sacred power. These coins were "blood money," or the sacred life force itself. Anything infused with a community's faith can serve as money. Items that have served as money in cultures around the world include: cowry shells, tobacco, cattle, cloth, stones, skins, salt, cocoa beans, whale teeth, beads, butter, and cigarettes (Furnham & Argyle, p. 11).

Temples were cites for pilgrimage. Trade, therefore, developed around them. Jane Jacobs has described trading as a behavior that gradually differentiated from its still ubiquitous precursors, sharing and seizing. Barter was awkward. My desires were limited by what I could transport and by what you had to offer in exchange. Money, however, was portable and unlimited.

As trading increased, so did the popularity of coins as a means of exchange. The invention of coins in predetermined weights is attributed to the kings of Lydia in the 8th century BCE (Galbraith, p. 5). Precious metals, gold and silver, but also bronze, became the preferred medium. Temples served logically as mints. The sacred way at Delphi, for example, was lined with the treasuries of powerful Greek families. It offered a convenient location to store offerings, and a place where the god's protection could be invoked.

Over time, secular authority was separated from priestly authority, and emperors shared representation on coins with deities. Alexander the Great was the first to mint coins in his likeness, and the secularization of money has been the trend ever since. As Jacob Needleman noted, today's money is no longer understood as a "bridge" between spirit and matter, but as a purely secular. Without that bridge, he laments, we may try to find vitality and purpose in money, but we're doomed to fail. Vitality and purpose are spiritual values; money can express but not substitute for them. Without the animation our ancestors invested in money, money's dead.

Money Becomes an Idea

To sum up centuries of economic history in a few paragraphs, as nation states developed from the Middle Ages onward, populations expanded and so did trade. The need to fund incessant warfare triggered demand for gold and silver, thus opening up the New World for plunder. As banking developed, most prominently in the Netherlands and Italy from the late 13th century on, bankers discovered the capacity of interest bearing loans to increase the money supply.

Money begets money; or as the song says, "Those who've got shall get." By the end of the 17th century, banknotes backed by silver and gold set the foundation for circulating paper money, which became the dominant currency (Williams *et al.)*.

As market economies supplanted Europe's feudal system, new moral and social orders also developed. The authority of the Catholic church diminished after the Protestant Reformation. However hypocritically, the early church viewed wealth with suspicion, and held out charity to the poor as among the highest virtues. John Calvin's "Protestant ethic" championed industry as virtuous and wealth as a mark of God's favor. Poverty was viewed as a function of laziness, giving birth to the concept of the "undeserving poor."

Calvinism provided a rationale for the increased influence of business and capital on every aspect of society. In the religion of ancient Greece and Rome, shares of "wealth" (in its original form as food) were offered in exchange for the blessings of deity, to bond the community with the spiritual mystery from which prosperity derives. By contrast, Calvinism proclaimed that accumulation was evidence that the divine will had selected *you* for wealth.

Is wealth commendable or corrupt? These two contrasting views of money — as evidence of humankind's sublime power and cleverness or of a pathological and dangerous grandiosity — perplex us to this day. This ambivalence drives both the fear of "selling out" our souls for money, as well as the shame and humiliation we feel at being perceived as a "failure," since, from a Calvinist point of view, if we were hard working and smart enough, we should be rich.

In the early 1700's, John Law is credited with discovering that money need not be backed by gold or silver. He invigorated France's economy by issuing banknotes backed by the value of France itself. Law was driven out of France after an investment scheme went bad, but his vision led to modern currency, in which nations invent their own wealth. Today, economies expand and contract with the robustness or depletion of our faith in them. You might say that contemporary money is pure magic.

No discussion of money is complete without Adam Smith, whose 1776 treatise on wealth gave birth to the guiding moral principle of modern capitalism, the "invisible hand" of the marketplace, trusted to create prosperity through the self-regulating forces of supply and demand. Acting selfishly is trusted to translate through the competitive marketplace into broader social good. The "invisible hand" has been used to justify every form of corporate excess from environmental depredation to exorbitant CEO compensation packages.

Economist Nancy Folbre notes modern free marketeers have applied Smith's concept outside the context of Smith's values. "Smith believed love of family, duty to others, and loyalty to country were the hallmarks of great civilizations...[he was]so confident of human benevolence, he never asked where moral sentiments came from or if they might change over time....[he] ignored the possibility that expansion of an economy based on self-interest might weaken moral sentiments" (Folbre, p. xiii).

Whether Smith intended it to or not, his legacy reaches across history into dilemmas clients bring to your career coaching office. For example, people who provide teaching, health care, or other services to those who cannot pay "market rates" get the message in our society that they deserve to be poor, since they could simply "choose" to serve the wealthy. As Folbre says, "In its emphasis on efficiency of markets and impersonal exchange, [our competitive market economy] sends the message that nice folks finish last" (p. xv). It is, in fact, the "invisible heart," to use Folbre's term, of many kinds of caring labor that keeps society educated, sane, and alive. The blindness of market mechanisms to the vital importance of endeavors so central to a world worth living in, much less to reward them commensurably, betrays the limitations of the "invisible hand" as a moral guide to a better world.

Money Changes Everything

Money has proven effective at increasing trade, promoting technology, and expanding the population. Money is credited with loosening the grip of aristocracy and patriarchy and promoting both democracy and rights for women. Jane Jacobs has noted that discrimination based on gender, race, or ideology stifles the creative growth which economies need to thrive.

On the other hand, the price we have paid for a lavish global marketplace is that we spend most of our time chasing money. Our personal freedom to buy and sell our talents on the open market brings with it a loneliness and alienation. Money supports a vast population, but with increasing inequity. The world's 358 billionaires' combined assets exceed the total annual income of nearly half the people who live on the planet; yet more than a third of the world's 3 billion workers are without jobs or are underemployed (Rifkin, p. 230).

Money requires allegiance only to itself. The hunger for profit of global corporations trumps national allegiances, clean air and water, preservation of open spaces, and sustainable environments for all species. A Tonga Islands chief astutely observed the effect money has had on the psyche of Europeans.

"Money...does not rot.... People put it aside instead of sharing it...and they become selfish....if food is the most precious possession a man has...he cannot save it and one will be obliged either to exchange it for another useful object or share it with his neighbors....I know very well now what makes Europeans so selfish—it is money" (Williams *et al.*, p. 217).

The Psychology of Money

Freud first described the connection between "bowels and booty" (Wilson, p. 66). From a psychoanalytic point of view the mixture of fascination and disgust that we feel toward money and the display of riches can be traced back to the libido we invest in our first "riches," those we produce and expel from our bowels. Bolstering Freud's ideas are the many slang expressions for money that reference excrement: *filthy lucre, filthy rich, stinking rich, dirt poor, to make your pile, etc.*

During toilet training the child experiences his or her parents' strange combination of preoccupation with the production of feces as well as their disgust at them, once they are produced. Freud suggested that hoarding and miserliness reflect anal retentiveness, while anal expulsives demonstrate spendthrift behaviors. Neuroses about control are often expressed through money, either by "stockpiling" and withholding money from others, or "flushing it away" such that others must pay.

Melanie Klein's work also sheds light on ambivalent attitudes toward money. As infants, the world *is* our mother. In the womb, we're merged with our mother's unconscious mind. Once separated and dependent on the breast or bottle for nurture, we "split" our experience into the "good" or gratifying breast and the "bad" or frustrating breast. We feel both greed for the food it gives and envy and resentment of the very breast that feeds us, simply because it is capable of giving us something vital that we cannot provide for ourselves. Guilt and fear of retribution follow aggressive fantasies, which in turn prompt us to make reparations, to placate what we fear will be a vengeful mother. To cope with frustration, we fantasize what Klein called the "inexhaustible breast," an idyllic El Dorado or Promised Land to which we can trace yearnings for limitless riches.

Thomas Wiseman has pointed out that because of its interest bearing property, "untouched capital" is perhaps the closest thing to an inexhaustible breast we can find in life (p. 48). Yet we shouldn't expect to find happiness in money, because it is not, as Freud pointed out, an infantile wish. At its heart, craving for limitless wealth is a rebellious cry against the nature of life itself: uncontrollable; unpredictable; sometimes gratifying, often frustrating.

Envy contains within it the desire to spoil the source of sustenance by attacking and devaluing it, which then triggers "persecutory anxiety" about retaliation for envious attacks. Norman O. Brown suggests that gods were invented in order to make our debts payable, to soothe our fear of retaliation. In today's secular economy, rather than dedicate our surplus (sacrifice) to god, he suggests, the surplus itself has become god (p. 261). Without gods to sacrifice to, we're left with paranoia and its consequent violence. In a fruitless quest to feel safe from those we feel guilty about having taken from in the first place, we set about quashing them.

Analyst Otto Fenichel described the "commandeering of financial matters by males and by controlling classes" as a means of exerting power over women and "the masses" (Wilson, p. 129). The urge to convert land, airwaves, oceans, and people into property stems from the resentful devaluing of everything we actually depend upon for life itself, including nature. Even mining rights on the moon have been sold to a private corporation. Using money to control others — what Marx called "master/servant" relations — is manifest at every level of society, including the family.

Until recently, financial affairs have been the domain of husbands and fathers, imbued with secrecy and power, and often silence, which leaves other family members feeling powerless and subordinate. Money may seem "unspeakable," and either impossible to fathom or wrong to possess and control. Sociologist Marcia Millman has suggested that much behavior that we describe as "masculine" or "feminine" is more accurately attributable to financial independence or dependence.

Social rank is manifest in the ancient religious rituals described above. Elite groups have always arrogated the best resources to themselves, enforcing hierarchy with violence, charisma, superstitious or religious rationales, or a theory of "distributive justice," as anthropologists call it, such as the "invisible hand" of the marketplace. Our concern with status runs deep, since our position within the social group determines the span of those to whom we must defer, or those over whom we may exert control. Thomas Wiseman has noted that we live in "money groups, the cohesiveness of which depends on everybody remaining on the same level" (p. 281). We're most comfortable with others of similar resources, because they will trigger neither too much guilt or envy.

Families are our first marketplaces. We're born dependent on our parents for everything. We learn what emotional and behavioral "currencies" our families will reward. In *Hand-Me-Down Dreams*, I explore the way our career aspirations and values are shaped by early family "jobs." Parental attitudes toward money influence us powerfully. Are they ashamed of what they don't have? Do they flaunt what they do have? Do they believe hard work is how you find security in life? Or do they believe you have to take risks and invest your money or you'll never get ahead?

Family systems are replete with "reciprocal" relationships, in which a deficiency in one member is balanced by an overabundance in another, such as dominance and subordination; infidelity and fidelity; speech or silence; industry or lack of ambition. Money is often used to enforce and sustain reciprocal ties. If we were caught up in such a reciprocal relationship with parents or siblings as children, we may gravitate to relationships later in life in which we misuse or are controlled by money in similar ways. Or we may equate money with exploitation and reject it altogether, through the misguided hope that by shunning money we can resolve the pain of its misuse in our past.

Childhood as a carefree zone is a relatively recent invention. From 1870-1930, children transitioned from being valued for their economic utility to being "useless (positively costly) but emotionally priceless" (Wilson, p. 58). In a secular economy, children absorb much of the sacrificial zeal that deities used to. Working is frequently spoken of by parents as the "sacrifice" they make for their children, the "lifeblood" they invest in their child. One expects gods to be feckless and self-centered, but parents are frequently enraged when sacrifice to children doesn't engender the payback they expected, *i.e.,* their child's becoming an extension of themselves. The cycle of sacrifice can create generations of conflict because of a flaw at the heart of the endeavor; we cannot live through another person, and no amount of blood money "sacrificed" can make it so.

What, then, is money for?

The American dream is to get rich, to swim "in the money." And yet...it seems that money does not buy nirvana, even for the stupendously wealthy. Acquisitiveness breeds more of itself. It can induce stupor and torpor, but not happiness. In part, the cause is biological; our brains accommodate to novelty, then seek more novelty. In part, the cause is spiritual. Buddhist psychology offers insight into why. One of the six realms of rebirth is that of the "hungry ghosts." They are creatures with small mouths and throats, enormous stomachs, and long fingers with which they grab and swallow whatever they can, but the result is only more intense craving. They feel "a hollow void crying out to be filled" (Fremantle, p. 155). It is a mentality that is both encouraged by and needed to sustain a consumer driven market economy.

And what of happiness? From a Buddhist perspective, suffering derives from one of three roots: passion, aggression, or delusion. The self which we cultivate through money and status is "empty," although by that Buddhists do not mean unreal. They mean the "I" has no separate, independent reality from the underlying, interdependent mind and world. When we dualistically extract "I" from "other," we have one of three reactions: we're attracted and try to possess or control it — passion; we can reject or try to destroy it — aggression; or we can pretend it doesn't exist — delusion. Most problems with money stem from being caught up in one of these three stances. It isn't money or the material world, in short, that lead to suffering; it is attachment, aversion, or delusion.

What attitude toward money will yield happiness? Material possessions reflect us as a solid and enduring self; the "I" projects itself onto what I can buy, drive, live in, and put on my resume. And yet, behind the veil of material existence, we intuit a nagging sense that things are not as they seem, a pointlessness to all that getting and spending: we know that death is inevitable. In past times, we might find solace in god. A surplus economy offers the type of solace only a hungry ghost pursues.

The perennial solution is to "let go" and, as David Loy suggests, "die" to the idea that we can use money to define a self. Once we "let go" of the "love of money" or the hatred of money or the refusal to acknowledge its existence, we are free to choose our attitudes toward acquiring and using it accordingly.

"...for those who have realized their essential nature, which is no nature, who do not experience themselves as separate from the world, the value of money becomes its ability to help alleviate suffering. Those who do not crave it and are also not afraid of it know how to use it." (Loy, 104)

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Performing and Creative Artists as a Resource in the World of Work

Suzie Jary, MSW, CSW

Career Transition For Dancers

The Concept and Its Importance

Performing and creative artists from all art forms develop particular skills and abilities that make them a valuable resource in the world of work. The art forms of dancing, singing, acting, drawing, designing, sculpting, or writing impact and shape individuals with positive personal qualities, abilities, traits and skills that are marketable in other areas besides the arts. This is a concept that curiously often needs to be pointed out to artists. It serves as a foundation for helping the individual to feel a sense of hope and confidence that they can participate and succeed in another field.

This concept and approach is important because many artists may need to find a new career due to many factors, economic, physical or psychological. Also, the reality is that the majority of artists will need to find other ways to create income while they are pursuing their art. An approach that engages and expands the artist's self concept is critical because the environment and training to develop as an artist can be insulated and specific. This often leads to the mistaken sense that the artist has no "skills" that the "real world"wants. Highlighting what they already bring with them from their art career is key to self-knowledge and self-awareness and is an important piece of the self assessment.

Career Counselors and counseling professionals in universities, colleges, private practice, not-for-profits, social service agencies, government agencies and corporate settings can benefit from this information. Assisting artists to identify and claim these special skills is helpful in working with them one on one to make changes in their lives, either to create income or transition to a new career.

In particular, college career counselors and those in private practice will find the discussion of this topic helpful. Some college students who are fine arts majors may chose not to pursue their artform as a livelihood. Or more typically, many will need to develop additional income streams in order to support themselves as they continue to pursue their art. The realities of the economic instability of the arts and the need to have multiple earning options is a way that college career counselors can really help young artists. The need to help young artists develop an expanded self concept and have alternatives for creating economic stability is an area of need in our educational system.

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Artists' Training Develops Valuable Skills

For over eight years I have worked with professional dancers from all styles of dance at Career Transition For Dancers. This national not-for-profit organization was established in 1985 and is the only organization in America dedicated solely to assisting professional dancers to identify and pursue new careers. It is supported with private funding and provides career services and educational funds to eligible professional dancers at no charge. My professional career counseling experience there and my own personal experience as a former Broadway dancer who was also a client at Career Transition For Dancers is the context from which I write.

In my professional experience I recognized that identifying for artists the transferable skills they have developed is information that is not obvious to them. Like most people, artists are often blind to their own unique abilities and take them for granted. Committing these traits to paper was a resource tool I created and distributed to every dancer I came in contact with.

The positive personal qualities and work-related traits and characteristics that creative and performing artists develop I put into the acronym "Adaptive Skills," because that is what they are. The following are the skills:

- Ability to work independently or as part of a team
- Discipline and dedication
- Ability to take direction
- Persistence and ability to work and respond quickly under pressure
- Trained to think on one's feet and adapt quickly to change
- Intelligent and hard working
- Vitality, energy and stamina
- Engaging physical presence
- Strive for excellence
- Keen motivation to improve one's skills
- Individuals who are successful in one career are more likely to be successful in another
- Learning skills of focus and concentration
- Listening and observing skills
- Strong sense of commitment and responsibility

In the close to 1,200 dancers that I have worked with, all were excited by seeing this list of abilities and having it in their hand. Finally, a tangible validation and confirmation of what they had always known about themselves. However, they didn't have the language to describe how they behaved in order to create their art. More importantly, with limited knowledge of other work environments they had no idea that these traits mattered anywhere else in the work world, that these capabilities were skills and transferable and even marketable. This added self-knowledge helped the artist develop a new way of looking at themselves and their possibilities for future. Instead of the inaccurate self-appraisal "I have no skills," artists can claim and take ownership of these "soft" or adaptive skills that they possess.

Transferability and Marketability Seen

Representatives from a high profile financial services company approached Career Transition For Dancers to recruit dancers to its ranks. One manager there recognized that the adaptive skills that performers develop is the material that they couldn't teach their employees. He knew that people with these adaptive skills could be taught the functional and knowledge skills. However, it was extremely difficult to instill in people the striving for excellence, concentration, flexibility and team player skills that artists have.

Interpreting a correlation between the high pressure environment of investment banking and the arts and theater, the financial services manager knew performers have to work with a range of personality styles and temperaments of different choreographers and directors. Also, the ability to follow directions and work as part of a company or cast is critical to producing the opening night performance, or final product or presentation. He observed that all these aspects made them suitable for the fast paced, intense work setting of finance. Because, certainly, the curtain going up is an unforgivable bottom line!

Thanks to these adaptive skills, performing artists are "outstanding performers," whether on the stage or in a new profession. At Career Transition For Dancers and The Actors' Fund of America's Actors' Work Program, an employment and training program of the national human services organization for the entertainment industry, remarkable results have been seen. Both organizations have observed hundreds of artists becoming highly successful in just about every field in the world of work or being top honors students when they return to school.

Career Transition For Dancers is a founding member organization of the International Organization for the Transition of Professional Dancers, (IOTPD), established in 1993. This is an international organization that tries to raise awareness globally about the issues of transition for dancers and advocates to provide them with the resources they need to make career changes. The other three founding member organizations in the United Kingdom, Canada, and The Netherlands, all report that dancers in their programs consistently achieve extremely high academic averages and excel in a wide variety of new fields.

Additional Uses of Concept

The adaptive skills language can be used in a resume. In a "Summary of Qualifications" or a "Profile," artists can list the abilities and traits they feel are particularly strong for them. Besides content for the resume, it gives them some language to talk about themselves at interviews or with people with general. Just as the artist has missed the obviousness of their transferable skills, so have others.

Verbally articulating what is required in the nature of their performing and creative work educates people. Describing and highlighting the demands and requirements can expand people's image of the broad work-related potential of the artist. Instead of thinking of a dancer only as a physical body executing spinning pirouettes and grande jete leaps, they understand the time, concentration, focus, commitment, and hard work that the individual has utilized to achieve this outcome. In regard to the performance, they can see how the artist has had to take direction and individual responsibility while coordinating and working with a team of people, as well as sets, costumes, or props.

Additional Needs of Artists

Along with recognizing and claiming these adaptive skills, most artists will have to utilize additional resources to fully make changes in their career and work life. Continuing the self-assessment process to include functional and knowledge skills, interests, values, and personality style is advised. Individual or group sessions that provide practical skill-building for career exploration, job search and interviewing strategies, networking skills, resume and cover letter development, and identifying further education and training to enter a new field is also needed. Working one on one with a career counselor helps many artists to not only gain the practical information of career development, but the expanded perspective and emotional support to try something else in the world of work.

Support group and group counseling sessions with other artists is recommended to provide emotional support and manage the isolation the artist may feel. Group sessions with their peers has proved instrumental for many artists to follow through on implementing practical steps. However, some artists may need additional psychological support to cope and manage making changes in their work life. Psychotherapy services to manage the psychological and emotional process of letting go and moving on from art being their sole identity has been necessary and in fact critical for some artists.

Summary and Conclusions

This paper attempts to inform and enlighten career counselors and other counseling professionals about an approach to assisting creative and performing artists with career services. The "soft skills," or adaptive skills that performing artists and creative artists develop were identified in a user-friendly acronym. Pointing out how these very same skills are critical for success in any field and highly valued by employers in all areas of the world of work can help the artist to see that they have transferable and marketable skills. This can instill hope and a sense of empowerment in the individual for additional and supplemental career options.

The experience of not for profit organizations that provide career services for artists provides the evidence that artists can be successful when they work in other fields and environments. More importantly, these organizations have witnessed the positive psychological and emotional effect on self-esteem and self-efficacy that this approach engenders in artists.

Creative and performing artists provide a benefit to society by sharing their art with us. They are a group that does not often receive the acknowledgment for the incredible demands that their work requires. Identifying and articulating their valuable and transferable skills is a way to provide that recognition. As artists claim and honor these excellent work skills, they can recycle and refocus their work-related traits, abilities, skills, and characteristics to new arenas. Thus, they continue to contribute to and benefit society and are a valuable resource in the world of work.

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Assisting Foreign Trained Immigrant Professionals

Anahita Kadkhoda, M.Sc.

Introduction and Purpose

Too often we have heard of, or work with, unemployed or underemployed foreign trained immigrant professionals. With the globalization of economy and shortages in skilled labour in Canada, the number of immigrant professionals is on the rise. It is becoming clear that services and programs are necessary to assist such individuals to ensure their contribution to the economy and smooth transition into a new country.

However, the traditional job search and career development programs do not necessarily address the concerns and challenges that this group of individuals face. This paper identifies some of these challenges and proposes new programs and initiatives that may better address some of these concerns.

Anyone who works with foreign trained immigrant professionals or has an interest in their well-being and successful transition into North America may find this paper beneficial.

Challenges

The majority of immigrant professionals migrate to North America with great expectations to advance in their professional lives or to provide better education, work opportunities and security for their families. Unfortunately, many face great disappointment and frustration at the discrepancy between the expectations, attitudes and values held by their own culture and those of the Canadian and American societies. As a result, they experience a certain level of anxiety and stress while going through the acculturation and career transition process (Mak, 1991; Sandhu, 1997; Westwood & Ishiyama, 1991).

The process of immigration can be very stressful since the individuals are leaving behind all that is familiar and entering a world that may be extremely foreign to them. Sandhu (1997) states that some immigrants may undergo homesickness and culture shock, fear the future and perceive themselves to be objects of discrimination. He describes these feelings to be part of the "acculturation stress" which some immigrants experience upon migrating to a new country. He also indicates, that many of these immigrants also endure "economic stress" whereby their lack of North American job search skills, English language proficiency and social support hinders their ability to secure a position. This is augmented by their sudden realization that the ease by

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which they expected to find a job in the new country is not valid, and that their credentials, experience and knowledge are not recognized. Many are greatly distressed to see their savings be spent so quickly soon after immigrating to the new country, with little hope of immediate job prospects within their field of expertise.

Many immigrant professionals are accustomed to being seen by their families and co-workers as the elite in their native countries because of the social power and economic gain which their high status occupations granted them (Mak, 1991). However, in North America they feel a loss of power, life style and status because their accomplishments are unknown or not recognized.

This sudden loss, in combination with their inability to provide the same life style for their families, results in psychological stress which may manifest itself in various forms and impact other individuals in the family. For example, role reversals may occur in the household for which family members may not be prepared to handle. Furthermore, because of the move, many of these families have lost their social network. As a result, the family may feel torn because they no longer have their extended family as social support, and believe that disclosure of distressed feelings to an outsider would result in losing their family's honour (Gillis, 1995).

Characteristics and Issues Which May Interfere With Typical Career Development of This Population

General career development theories are based on the assumption that everyone endures the career development process in the same manner. Because these theories were originally based on the North American population, they presume that all individuals have access to equal opportunities and resources, speak the same language and have similar career values. However, due to the different characteristics and issues that immigrant professionals, especially those from non-English speaking countries encounter, the following variables interfere with the typical career development: loss of status, transition process, acculturation and economic stress, limited English proficiency, different cultural values, circumstance of immigration, and attitudes towards the mental health profession.

Furthermore, Westwood and Ishiyama (1991) contend that stress of culture shock negatively affects immigrants' ability to gather information, solve problems, and/or make decisions. Because all these skills are necessary to make career decisions, such stress may hinder the career development process of immigrants. In addition, some of these professionals may be from countries in which a formalized process of career planning and job search has not been established. As a result, the whole process is new to them and they may not have developed the necessary job search skills for success in North America (Rubrecht & Gillis, 1993). In addition, there are different work values to which these immigrants are accustomed, which may be very difficult to fulfill, if the North American work style does not attach importance to them. As a consequence, they may feel additional confusion, stress and depression (Amundson, Firbank & Poehnell, 1991; Mak, 1991; Mak, Westwood & Ishiyama, 1994; Nash, 1995; Westwood & Ishiyama, 1991).

Consequently, due to the mentioned factors, the majority of these professional immigrants are forced to accept lower status jobs with reduced salary. Others may attempt to start their own business and some may even elect to be unemployed. No matter which avenue they choose, for the majority, such experiences would be new and "alien" to them (Mak, 1991). Therefore, in order to assist these immigrants to accomplish a more successful career transition, it is important to provide them with appropriate services, so that they may regain their confidence and successfully demonstrate their skills and knowledge in their new country.

Strategies (programs and initiatives)

Due to the complexity of the challenges the immigrant professionals face, it is important that interventions occur at variety of levels including: the individual, family system, educational institutions, professional associations, local and national governments and the community on the whole.

The individual professional may need assistance in several areas such as English language instruction (including general, business and technical areas), cross-cultural communication training, upgrading of relevant technical skills to meet the needs of local employers, personal counselling, career exploration and job search skills (Kadkhoda, 1999).

In case of other family members having immigrated together, it would be beneficial to discuss the potential impact of immigration on the family as a system. By raising awareness and normalizing the feelings that each member may be experiencing, the family can then be a more effective source of support to each other.

Educational institutions would better assist the immigrant professional, by offering prior learning assessment which would be consistent with professional association expectations and through out the country. In addition, the offering of modular course/sessions would allow immigrant professionals to upgrade specific required skills instead of earning a whole new degree (Looking Ahead, 2002). The inclusion of internship or co-op programs would also allow these professionals to gain some very relevant work experience and employers to assess the professionals' skills. Professional career fairs that concentrate on connecting immigrant professionals with employers would also be valuable. These options would allow the professionals to apply their knowledge much quicker to the industry and feel confident that their training has prepared them to meet the needs of the employers. Moreover, employers would also be certain that these professionals have gained the necessary training to apply their knowledge immediately to the organization.

Professional associations are encouraged to establish standards that are national to decrease confusion for the immigrant professional and ease relocation possibilities within the country. Although, the primary responsibility of the association is to protect the public and ensure their safety, there needs to be some flexibility among the standards, without placing anyone in danger. One way to accomplish this is to work closely with educational institutions, to ensure that relevant skills are being instructed through the courses being offered. The majority of immigrant professionals express their desire to work within their field of expertise, even if it means that they need to start at a lower level, in order to learn the relevant skills related to a particular employer or accustom themselves to the working culture of the new country. Thus, associations may benefit from examining their field closely and identifying stages within a job classification to which the immigrants could apply their skills and knowledge. Another means by which associations could assist immigrant professionals is by offering a mentorship program. The mentorship would not only help immigrants connect with like minded professionals, but also through this process potential employers could assess the skills of the immigrants and find appropriate candidates or suggest steps that the immigrant may wish to take to further their candidacy within the field.

Local and national governments are asked to assist the immigrant professionals by offering funding on several levels. Employers are more likely to hire immigrants if they are given some sort of an incentive. Thus wage subsidy programs provided by the government could be one of those incentives. Governments could also work with professional associations to develop a system, where employers would be recognized for hiring immigrants. Funding is also necessary for programs and agencies that would specifically work with immigrant professionals. This funding would be used to hire knowledgeable staff who understand issues and challenges that this particular group of clients face and be given time and resources to address them appropriately. Funding is also necessary to create up-to-date profiles on particular professions and their outlook in different parts of the country, which may be accessed by potential immigrants from their own country of origin. Accurate information about financial expectation, professional association standards and educational institution requirements, specialized career/ job search programs are the kind of information that potential immigrants could benefit in knowing. Much of this information can be placed on-line and made available through printed booklets or via information sessions delivered through the consulate offices.

With the influx of immigrants it is important to raise awareness and educate the communities. Information sessions and resources could be made available to better understand the issues surrounding immigration and address concerns that may be raised.

Samples of current initiatives in British Columbia, Canada

Certain associations have taken steps in assisting immigrant professionals. Association of Professional Engineers and Geoscientists of BC, College of Nurses of BC and BC College of Teachers currently are in the process of developing and implementing pilot projects. It is still too early to tell what the results may be, however, some of the innovative procedures that have been taken into consideration include working closely with educational institution to offer modular courses for upgrading of professional skills, teaching relevant technical terminology with the ESL component, having job placement or internship components within the program, and offering cross-cultural communication training.

An initiative called Looking Ahead was established in 1999. This initiative is a multi-sectoral action group dedicated to improving the integration of immigrants in British Columbia, Canada. The steering committee is composed of representatives from educational institutions, provincial and federal governments, professional associations, and service providers. The initiative organized several forums where valuable discussions with regards to the transition and integration of immigrant professionals took place. These forums also allowed a venue to brainstorm for ideas and ways to implement some of the suggestions. It also raised awareness and allowed representatives from various agencies to work together, sometimes for the first time.

In 1999 NETWERCC (Networking, Education & Training for Workers in Employment, Rehabilitation and Career Counselling) took steps in addressing the issues and challenges that service providers where encountering while trying to assist immigrant professionals. NETWERCC sponsors the FTIP (Foreign Trained Immigrant Professionals) Focus Committee whose main focus is to disseminate and educate its members on issues that related to immigrant professionals. Through this process, it also raises awareness and discusses concerns with various groups such as the provincial and federal government, professional associations and educational institutions. In order not to repeat initiatives and instead help the cause of immigrant professionals, FTIP Focus Committee also works closely with Looking Ahead which was mentioned earlier.

Summary

Now more than ever, it is important to address the needs of immigrant professionals and assist them with their career transition. Too many immigrant professionals are unemployed or under employed, while North America faces critical skill shortages in certain professions. Instead of contributing to the economy by applying their special skills, some of these professionals and their families may be forced to depend on social programs such as welfare and social security in order to survive. As a result, it is crucial that agencies, professional associations, educational institutions and government work together to create specialized programs and services necessary to assist these immigrants with their career transition, support their acculturation into the North American society and help them contribute to the economy.

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Career Development for Vital Agers: Meeting the Challenge

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Introduction

There is a Bob Dylan song that reminds us "…the times, they are a-changin'…" and the words are especially true when it comes to career counseling for older adults. As older workers seek career management assistance in ever-increasing numbers, career counselors will need to know about issues and job-search strategies specific to that population. In order to stay current with the changing times in the career world of older adults, both groups (the older adults themselves and the career counselors) will need resources for education and support. One important resource is the Vital Aging Network, sponsored by the University of Minnesota's College of Continuing Education. This paper will discuss some of the reasons more older adults are seeking professional career management services; explore how to deal with job-search issues specific to this population; and provide background and information about the Vital Aging Network and its accompanying Web site.

Throughout this paper the term "older adults" will often be replaced by the term "vital agers" – people age 55 years or more who are healthy, active and who wish to maintain meaningful lifework. For the purposes of this paper, lifework describes an ongoing process across all stages of the life cycle, unique to each individual, that includes all activities that contribute to the enhancement of one's own life and/or that of others, e.g., parenting, homemaking, employment, volunteer service, care giving, education, etc. The career counselor's role is to assist with lifework planning – the means by which an individual assesses, explores, plans and makes decisions about his or her lifework. This discussion will focus on the career counselor's role specific to employment-related guidance.

Increasing Need for Career Assistance

For a number of reasons, career counselors are seeing a rise in the numbers of vital agers seeking their services. First and foremost:

> …the youngest of the vital agers are the eldest of the baby boom generation, persons born between 1946 and 1964. Between 1995 and 2025, the population that is 55 and older will increase much more sharply than any other age group. In 1996 baby boomers were between the ages of 32 and 50. By the end of 2005, the first of the baby boomers will begin to turn 60 [and] …there will be about 55

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> million workers 45 and older, or about 37 percent of the labor force. Much of the increase will occur in the 50 to 60 year old category… [so] one can anticipate that the demand for employment services by older workers will increase as the baby boom generation ages over the next twenty years. (Poulos and Smith Nightingale, 1997)

The employment services to which the cited authors are referring are employment and training programs such as the Job Training Partnership Act, but it seems safe to extrapolate a corresponding demand for career transition counseling services from the same growing audience. "In fact, approximately 50% of all public sector employees at any level of government and in all but one state will be pension eligible by 2010." (Fredericksen, 2001) The situation becomes more complicated as research per retention of Minnesota State employees demonstrate "recent surges in health insurance costs and diminishing returns on investments is causing the average worker to re-evaluate their retirement plans and consider extended employment under more flexible conditions." (Fredericksen, 2001)

Another reason vital agers are turning to career professionals for assistance is resurgence in the desire to find careers or lifework activities that provide purpose and meaning. A desire for a career that provides meaning is not a new phenomenon. Kotter (1984) compiled a list of expectations of what makes organizations attractive to an individual, and "a sense of meaning or purpose in the job" and "personal development opportunities" were the top two reasons given. (Cited in Zunker, 1994) However, in the late 1980's and 1990's, as the economy fluctuated and downsizing became the norm, desire for stability rose in importance as a criteria for determining prospective employers. Dr. Larry Craft understands the impact of uncertainty on employee productivity. "…Employees will tend to look for companies that offer consistency and will likely shy away from jobs…where the potential for turnover is the highest." (Waldo, 2001) Currently, based on an informal survey of clients who have sought career counseling at the University of Minnesota's Career and Lifework Center, a desire to find purpose and meaning in work seems to once again be the top driver in the employment search. The September 11th, 2001 tragedy is often cited by Center clients across the age spectrum as one of the precipitating factors in that desire.

Yet another motivator for vital agers in seeking career counseling is the fact that life expectancy is increasing, but more to the point, it is "healthy" life expectancy. This means that not only are "individuals living longer after they retire, but they are healthy enough to continue working or performing other productive activity than previously had been the case." (Poulos and Smith Nightingale, 1997) This often translates to an aspiration to maintain meaningful lifework, and it has been the author's experience that this often includes some kind of paid employment. Frequently, vital agers who use the services of the Career and Lifework Center have had successful careers, and though they may "retire" from their primary careers, they expect to live many more years and wish to continue working for pay long after traditional retirement – often in completely new fields. They require assistance with knowing how to get started exploring their options, determining whether re-training or additional education is necessary and/or viable, and/or identifying transferable skills and areas of interest, and/or preparing resumes and conducting informational interviews.

Career Counseling Issues Specific to Vital Agers

In many respects, career counseling a vital ager is the same as career counseling any client with a history of professional employment. Very often, it may involve guidance in dealing with grief for the loss of a previous position (or an entire career) and associated colleagues and protocols. Assessments may be used to determine interests, values, aptitudes and personality traits. Additionally, identifying transferable skills might revise their resume into a functional or skills-based format. Other issues that may need to be discussed are learning about use of technology in the job search; networking to learn of work opportunities; informational interviewing; and negotiating salaries and benefits. Some of the issues that differentiate the older job seeker from younger clients that may need to be addressed in counseling include: financial flexibility; employers' attitudes towards older workers; and their own attitudes about themselves.

Financial flexibility: Many older clients seeking assistance from the Career and Lifework Center at the University of Minnesota have been financially successful in their careers, and are free of the need to make a substantial income. This affluence among vital agers is fairly prevalent.

> In 1990, there were more than sixty million sixtysomethings in the United States, most in good health and many in sound financial condition. Although there are pockets of poor elders...poverty [was] at the lowest level in [the] century for sixtysomethings...and financial planning along with Social Security has made the economic prospects excellent...(*USA Weekend*, cited in Hudson, 1999)

This economic well being is partially explained by Poulos and Smith Nightingale: "The 50 year old of today...was reaching adulthood and entering the workforce in the late 1960s and early 1970s...when...the nation's economy was strong, interest rates were low, and wages increased annually." (Poulos and Smith Nightingale, 1997) And, in a recent *TIME* magazine article, other reasons for vital agers' financial comfort are provided: [They] may have paid off the mortgage and finished with child-related expenses including tuition [and] probably have saved much of what [they] need for financial security. At the Career and Lifework Center, as vital agers explore what to do for the next chapter of their professional lives, they often discover that their primary goal is to make a difference in the world or to maintain (or establish) a sense of purpose and meaning. People approaching "the traditional retirement age of 65," are advised to "...trade in your demanding full-time job for one that is fun or rewarding, though lower paying." (Kadlec, 2002) Frederic Hudson, adult educator and author, corroborates the idea of finding work that provides more intrinsic rewards: "If work has been a central source of meaning up to now, build it into your scenario...It doesn't have to be full-time work or even work in the same career field, but it should be a source of deep meaning and personal fulfillment..."(Hudson, 1999)

Perceptions about what employers' attitudes are towards older workers: Many vital agers believe that employers simply will not consider hiring them. They are apprehensive that their age will be considered a detriment before they have the opportunity to prove otherwise, or that younger candidates will be less expensive to hire and therefore will be more attractive to employers. In fact, in a 1997 study commissioned by The National Council on Aging, researchers found that for the most part, employers in this country hold positive attitudes toward older workers and have positive experiences with those older workers in their workforce. Most respondents reported that they believed older workers were reliable, thorough, conscientious, and dependable. In general, the employers embraced the key benefits often touted about older workers—they have fewer on-the-job accidents, miss less time than younger workers, and are very conscientious and careful in carrying out their assignments. (Wagner, 1998) And in "Valuing Older Workers," a report by AARP in 1995, managers describe the older worker as having had more experience, better judgment, a stronger commitment to quality, more reliable attendance, punctuality and lower turnover. (AARP, 1995) The career counselor can reassure vital aging career transitioners with this data, and suggest they mention these characteristics in the profile section of their resumes.

It is also imperative that career counselors work to educate employers about the value of older workers while dispelling the erroneous beliefs they may have about them. For instance, the New York Department of Labor points out myths about older workers that might be barriers: ...the belief that older works can't meet a job's physical demands; the belief that older workers will be absent too often because of illness; the fear that senior workers aren't adaptable and trainable; the belief that older workers cost more. In countering, they cite that:

- Less than 12 percent of today's jobs require great physical strength;
- Surveys show older workers have better attendance than younger workers;
- Evaluations of older workers show a high degree of flexibility;
- Studies show that older workers are willing to accept a beginner's salary in beginner's position. (Callo, 1997)

Attitudes about themselves: It is not surprising for vital agers who are seeking new positions to feel as though they have proven themselves in the work world already, and they may harbor attitudes of reluctance about learning how to market themselves, particularly if they've been in one organization or career for a long time. The counselor may need to educate them on the importance of informational interviewing, attending the meetings of professional organizations, updating their resumes and becoming comfortable with the use of technology to sell themselves. For example, it is becoming increasingly popular for new college graduates to present their resume portfolios using a compact disc on a laptop computer in the interview. The older job seeker will need to demonstrate similar willingness to be technologically savvy if he or she wishes to compete with the younger candidates.

In addition to the practical job search considerations, the counselor will need to assess the older client's general sense of self and outlook on life. Career counselors have long told job-seekers who have lost their jobs to down-sizing to deal with any potential anger issues before they interview. Employers who perceive anger may use it as a red flag and not make an offer. Likewise, vital agers need to eliminate any underlying attitudes that they feel they are too old to work, or that the employer will not be interested in them. Employers will detect these signals, and the attitude can become a self-fulfilling prophecy.

Key ideas for counselors to convey to vital aging clients to help combat these attitudes include:

- Commit to living to one hundred. The sooner you do, the sooner you commit to having a vision and a plan for the rest of your life.
- Invest in your best choices – nutrition, exercise, and social relationships are more important than genetic structures.
- Keep up, mentally, with your fields of expertise, with new knowledge and skills,

with areas of emerging interest.

- Maintain as high a level of physical fitness as you can.
- Develop mental attitudes that promote positive aging – basic optimism, healthy self-esteem, a willingness to adapt to new situations, etc.
- Manage stress – your body will resist illness better.
- Continue to learn new things – continuous learning tops the list of factors that scientists have found to promote longevity and the retention of mental activity.
- Invest in your relationships with family and friends. (Hudson, 1999)

The Vital Aging Network

The Vital Aging Network stems from the work conducted by Dr. Janet Hively as she was writing her 2001 doctoral thesis entitled *Productive Aging in Rural Minnesota.* Dr. Hively was concerned about the impact of attitudes about aging that contradicted the realities of the capabilities of older adults. Prevalent attitudes encourage ageism, encourage early withdrawal from the labor force, and focus public policies on the frail elderly, with minimal attention paid to empowering the productivity of seniors.

Dr. Hively's research in Mid-Minnesota demonstrated the connection between meaningful lifework activities and a sense of personal fulfillment and also the connection between the productivity of older adults and community sustainability. Recognizing these connections, Dr. Hively established the Vital Aging Initiative through the University of Minnesota's College of Continuing Education, with the purpose of connecting older adults with education programs that support their self-sufficiency, community participation and personal enrichment. The principles of the Initiative were that the programs should be designed for employers, service providers and policy makers as well as for older adults, and that the process should facilitate the sharing of strengths among older adults.

The outcomes of the Vital Aging Initiative have included: regional forums on older workers throughout Minnesota; a Vital Aging Summit attended by over 400 people in March of 2002; the creation of a Vital Aging Web site (http://www.van.umn.edu) which serves as a resource directory for a vast number of diverse services for vital agers; and the establishment of the Vital Aging Network (VAN). VAN is an informal network of individuals and organizations interested in sharing information and building partnerships to help shape a new societal vision of what it means to grow old. There is a monthly VAN forum, usually attended by about 30 people, and an electronic mail listserv sent to almost 700. VAN is open to all who share the following values:

- Self-determination is central for the realization of civil and human rights.
- Everyone should be encouraged and supported in being as self-sufficient as possible.
- The vital involvement and integration of older adults in communities is necessary for individual and community health.
- Older adults are a community resource. Their productivity and contributions must be recognized, encouraged and supported.
- Communities should recognize and support the mutuality of interests across generations.
- Ageism is a pervasive form of bigotry that must be challenged.

Managed by the University of Minnesota's Career and Lifework Center, the Vital Aging Network (VAN) has the potential to be a significant force in shaping public policy and transforming widely held beliefs about older adults. For older adults interested in finding personal direction, the VAN Web site provides good career guidance information and lifework information, and a link to professional career assistance.

Summary

The aging of the baby boomers, the longing for work that provides purpose and meaning, changing economies and the fact that healthy life expectancy is increasing, are all contributing reasons as to why increasing numbers of older adults are seeking professional career assistance. While many aspects of career counseling older adults are similar to counseling other age groups, certain issues differentiate the needs of this population. There is some greater financial flexibility; there are sometimes inaccurate perceptions about the attitudes of employers towards older workers – as well as some perceptions that do exist that need to be changed; and there may be certain self-defeating attitudes of the older workers about themselves.

Career counselors can offer strategies to vital aging clients to offset concerns about high salary requirements. They can also reassure them that for the most part, employers hold positive attitudes towards older workers. Vital aging clients will benefit from advice on the importance of "staying connected" through informational interviewing and networking and becoming or remaining technologically savvy. Optimism, maintaining good physical and mental health, strong relationships and continuous learning are all factors that will enhance any vital agers' probability of maintaining meaningful lifework.

The Vital Aging Network and Web site, managed by the University of Minnesota's Career and Lifework Center, are significant resources for older adults interested in seeing all their options and finding personal direction. As advocates for vital aging, career professionals will also find the Web site helpful as well, both as a referral source for their clients and as a guide for changes in community and professional practice.

Conclusion

The times are changing in the world of career counseling for older adults. While it has always been an exciting and dynamic field, the burgeoning interest in seeking professional career assistance from this relatively new and rapidly growing population presents an added dimension for which career counselors must prepare. Not only do we need to address the issues specific to vital aging career transitioners, we can help to raise employers' awareness of the value older workers contribute. In Minnesota, older workers, employers and professionals are fortunate to have the Vital Aging Network and Web site as a resource for education and support.

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Coaching as a Spiritual Practice

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Introduction

There are many unhappy people in the world who are deaf to the call that rings within them. Their path to listening is not a complicated one. It begins with daring to ask the big questions.

Coaching has always emphasized the connection between our inner and outer worlds and, therefore, the inner and outer connection is the heart of the coaching journey. The soul of coaching is to live with people in the big questions.

The Big Questions

We all have our own way of dealing with life's big questions: Who am I? Why am I here? What was I born to do? These are very puzzling questions. We can explain some of them scientifically, but that's not the whole picture.

In *The Soul's Code: In Search of Character and Calling*, psychologist James Hillman suggests that finding more meaning in our lives is not accomplished by looking "out there." It is actually the opposite—we look within our hearts and discover what we really love. Hillman believes, as I do, that each one of us is born with a unique calling or gift, known in Greek as a "daemon." Just as the oak tree is present in the acorn, so each soul is encoded for a particular destiny.

There is a deep hunger in many people to discover that destiny, the connection between inner and outer, the "daemon," the acorn. The call of coaching carries with it enormous spiritual challenges. Helping people discover their calling is a deep and delicate task.

A coaching practice is ultimately a spiritual practice. Coaching itself is a professional expression of calling in the world. The discovery that God has given *me* unique gifts to give to the world is essential to client and coach alike. Much coaching is spiritual reframing. This means recalling old callings, affirming those that hold up and letting go of those that don't. The process raises deep questions.

An Epidemic Of Unlistening

Deep questioning demands deep listening. Most people do not really hear us, especially if they want something from us. Some coaches do not hear us, especially if they are seeing many people a week. Or they may be listening to a professional tape in their own head that

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labels us according to the models they have adopted.

The information age offers unique challenges to coaching. In his latest book, *High Tech—High Touch: Technology and Our Search for Meaning*, John Naisbitt suggests that we are "intoxicated" by technology and its powerful energy. As a result, we now live in a paradoxical relationship between technology and meaning. This leads to what he calls a "Band-Aid culture," in which people demand quick fix solutions to everything from spirituality to coaching.

In a world intoxicated by high-tech, there is an epidemic of unlistening. Our lives are filled with what poet David Whyte refers to as "busyness and business." It's this potent combination that makes us deaf to the call that rings within. In his book, *The Heart Aroused*, Whyte discusses what can happen when we "lose our way." A woman in one of his workshops wrote: "Ten years ago. . .I turned my face for a moment. . .And it became my life." Busyness and business can cause us to turn away from ourselves. Being listened to purposefully helps us to turn toward ourselves.

One of the most powerful exercises participants do in The Inventure Group's *Taking Charge®* program is to pair up and spend fifteen minutes listening to another person's *purpose* without saying a word. We only ask that the listener give total, deep attention. Then the roles are reversed. It is essential that the listener not speak or ask any questions. Few of the participants regularly, or ever, experience this kind of deep listening without interruption. The no-speaking rule prevents the listener from projecting his or her experience onto the person who is speaking. Often two people who sit down as strangers end up as friends because deep listening is at the core of all deep relationships.

Most of us do not immediately speak at the purpose level. It takes a great listener to help us reach that point, and if we are interrupted we may never get to what is at the essence of our being. Once we experience deep listening, a great transformation can take place in our relationships. We can stop pretending. We can share our story. We can realize we are not alone.

We hunger to be heard. There are too many spiritually starved people, hungry because no one really listens deeply to their inner spirit. The need to be heard is strongest during transitions. At such times we can drain our friends' energies. Yet it is necessary to be heard by someone who listens deeply and cares. We have to talk it out. We need an ear connected to a heart.

Purpose-Centric Coaching

In times of transition it is especially helpful to be in the presence of a *purpose-centric* coach. A great danger during transitions is the feeling of purposelessness that often accompanies change. What are we doing in the world? Why are we here? Just to exist from day-to-day? If we don't have a purpose, we lose hope and start to wonder why we should bother getting up in the morning. A purpose-centric coach helps us uncover that reason.

Purpose is a story that is continuously evolving. It connects with something very deep—our fundamental human need to make a difference with our lives. We want to think that we're a piece of something bigger than ourselves. A coach who helps manifest that sensibility in us evokes something very powerful—the power of purpose.

I subscribe to psychologist Carl Rogers' "client-centered" theory that clients should dictate the focus and pace of their coaching sessions. My point-of-view comes from my deep-seated belief and experience that individuals can generate their own choices based on processing their own insights and that such choices are more valid than the advice offered by others. Advice giving can be a strong lure to coaches. We want advice; we want answers and we believe that coaches have them. Coaches must be clear that the power of even a slight answer—"Well, your calling seems to be 'facilitating change'"—may be taken as the gospel truth by people who are hungry for answers. The coach's role is to help us listen to our own voice and dare to act on what we hear. Much of good coaching is a mystery to both coach and client.

Oliver Wendell Holmes wrote that, "Most of us go to our graves with our music still inside us." Coaches must ensure this does not happen. The sacred "music" of each individual must be evoked at all points in the coaching process. At the heart of purpose-centric coaching is one core belief: that each of us is born with a reason for being and that life is a quest to discover that purpose.

A Check-Up For The Coach's Soul

Coaching is a deep, visceral art form. A clear, compelling question is the single most powerful tool for uncovering the deep layers of meaning in a person's life. Great coaches ask great questions. And they start by asking themselves the big questions.

They give us permission to be who we are. They know the competing voices. They don't let us surrender to voices that are not our own. Purpose-centric coaching enables us to hear the voice within, our purpose and calling, assemble what we know to be true about ourselves and act on that self-realization.

Is your coaching a spiritual practice? Can you answer "yes" to the seven principles of a purpose-centric coach?

1. Believing: Do you help your clients listen to their inner spirit?
2. Serving: Do you help your clients discover their purpose?
3. Calling: Do you help your clients uncover their sacred gifts?
4. Dreaming: Do you help your clients discover from the inside out?
5. Listening: Do you help your clients look behind every question?
6. Declaring: Do you help your clients engage in courageous conversation?
7. Doing: Do you help your clients focus on their strengths?

If We Can Learn How To Die, We'll Know How To Live

I doubt that ever before in human history have so many people been ready to discover their purpose in life. We who are ready to heed the purpose and calling in our lives, often without realizing it, are seeking a sense of the sacred in our lives. Kathleen Norris admits, in *Amazing Grace*, that for a 20-year period of her life, "faith was something for little kids and grandmas, not for me." In fact, when filling out forms requesting religious affiliation she would write "nothing." Her stories suggest that while the roads spiritual seekers travel are as diverse as their life stories, all share the common themes of a purpose, a call and an action in the world.

One hundred years from now no one who is reading this will be alive. Everything that is born dies. When we were born we made a contract that we were going to die. We all know that at some level. The best way to deal with that is to choose to live in a fully conscious, purposeful and loving way now. All major faiths teach us this. If we accept death as essential to our spiritual search, we might find the path to purpose less difficult.

The best preparation for living happily is to be prepared to die at any time, because impending death inspires clarity of purpose, a reordering of what really matters to us. Purpose-centric coaching claims that if we learn how to live, we'll know how to die; and if we learn how to die, we'll know how to live.

This Native American saying sums it up beautifully: "When you were born, you cried and the world rejoiced. Live your life in such a manner that when you die the world cries and you rejoice."

Coaching as a spiritual practice is not the coach's spiritual plan or some inspired program from on high. It means coaching with the simple, clear intention to release the sacred purpose and calling in ourselves and others. It means inspiring people to become a part of life's plan, flowing with its rhythm, ever more aware of the short and sacred nature of our lives. It is being prepared to die at any time.

Understanding the Financial Bottom Line: Career Decisions and Money

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Introduction

Educating career counselors and other practitioners in the career development field on at least the basics of financial planning concepts will enable them to provide clients with a more comprehensive approach to career decisions. A client with an understanding of financial planning basics will be better prepared as an informed, engaged, and motivated participant in career exploration. Ultimately, a client may be able to select a lower paying, but more highly rewarding career and still meet long-term financial goals.

Purpose

The purpose of this paper is to review some basic areas of financial planning that will touch the surface of financial planning concepts and terminology and provide enough information for the career development practitioner to consider financial planning as a part of the career development process.

Financial planning is a critical, but often-overlooked additional component to the process of career counseling and career development. With the ongoing discussions of a social security crisis, the end of many employer sponsored plans and the increasing costs and complexity of work benefits, it is essential that financial planning becomes one of the essential building blocks in career planning. The client must have a basic understanding of how to use the resources provided through employment including benefits and wages.

The National Partnership for Women & Families, a Washington D.C. based non-profit organization, informs us "more than half of young workers have a job without health benefits." We should be vigilant to these types of issues. It is often hard enough to help clients with skills identification, keep them focused, or give them the motivation to explore. However, career practitioners must become knowledgeable about the basics of benefit packages and financial planning so that they can better prepare their clients.

An individual seeks employment for a myriad of reasons related to self-concept, identity, self-worth, aspiration, and even competition. However, there is one fundamental item that separates a career from a leisure activity or hobby or vocation: there is a paycheck attached to it. Thus, the financial aspects of a career must be addressed within the context of career counseling. Most practitioners adopt an eclectic approach to career counseling borrowed from Super, Holland, Tiederman and so on. Regardless of the theoretical framework applied, or the portions of those theories used, most practitioners would agree that the cornerstones of career development are

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built on a foundation of personality, skills, aptitudes, interests, and values. Clearly these time-tested building blocks are fundamental to a professional approach to career counseling. Yet, there are areas that are tangential to career development (e.g., spirituality and careers, work-life balance, etc.) that are brought to light with different emphases depending upon the philosophical approach of the practitioner. The interplay between career planning and financial planning is relevant, necessary, and critical.

Consider the client who highly values financial gain. Has that client clearly defined what that means? Are they foreclosing on career options without a clear understanding? What about the client who says it just doesn't matter how much or how little they earn; all they want is to simply be happy? That is a noble goal and as practitioners we can be quick to support it. However, are we really doing the client justice if we support it without knowledge of financial planning? How will the client be doing 10 years from now if they are working with no financial foundation – without a solid retirement plan, or no disability insurance, or without health insurance? Will the client be happy then?

As career practitioners we should not aim to take the place of a professional financial planner or knowledgeable employer benefits specialist, but we should understand the basics in order to lead clients to avail themselves of the services of these experts.

Or what about a client that presents with job dissatisfaction and is looking for another job? The client shares that the length of time at her current position is 4.5 years. We will rejoice if we help that person discover a new path and locate a new position. However, we must remember to consider the financial implications. If that client was about to vest in her retirement plan in the next few weeks or months then it would usually be best if she stayed with her current employer until she vested. Otherwise, she could lose her 5 years of accrued retirement benefits.

Discussion

Clients should not be trained as experts in finance, nor do they even need to learn how to read a NYSE ticker tape or how to trade in commodities and futures contracts. Rather, they simply need to learn the ways to use their money in a manner that enables them to attain their life goals. When a client comes to understand the building blocks, new opportunities will unfold. For example, a client can appropriately weigh options where financial security is an issue. They can empirically estimate the trade-off of working at one career for longer, presumably the area that is their passion, versus working in a less desired, but assumed to be more financially rewarding area.

With financial planning, a client can learn how to evaluate career choices in light of quality of life *with less* consideration of money. They can be shown specific ways of attaining their financial goals and security without the necessity of a big-money career.

Fundamentals Of The Program

A strong financial plan is built upon 4 blocks:

1) Cash Reserves – this consists of the liquid cash available for emergencies or unforeseen opportunities. This cash is often held in a passbook savings account, money market account, certificate of deposit, or similar instrument. It is often recommended that 3 to 6 months of net earnings be held with this level of liquidity.

2) Risk Management – this block consists of many types of insurance. Examples include health, disability, homeowners, renters, life, car, liability, vision, and dental. The National Partnership for Women & Families states that "12 million young adults live one step away from a medical bill bigger than any student loan." Regardless of the kind of insurance, purchasing the correct insurance and in the correct amounts for the best price can be one of the most important ways to save money and save one's future. One past graduate, who was working as an intern without an employer-sponsored health insurance policy, was diagnosed with cancer and had over $50,000 of medical expenses. He recovered from his illness, and fortunately he had the foresight to purchase his own health insurance policy prior to his diagnosis. His financial future was left without the weight of these bills.

3) Fixed Income Assets – these include investments in corporate, government, and municipal bonds.

4) Equity Investments – these include stocks, stock mutual funds, and real estate.

Explanation Of The Highlights Of Financial Building Blocks

The list of potential employment based benefits is a lengthy one. These benefits may include: a signing bonus, moving costs, tuition reimbursement, pensions (defined-benefit plans) with a myriad of vesting arrangements (vesting is how long an individual needs to work for an employer before they can receive any retirement benefit), vacation, sick leave, jury duty service, stock options, profit sharing, retirement plans (defined-contribution plans) 401(k), 403(b), 457, SEP-IRA, IRA, SIMPLE IRA, deferred compensation, cafeteria plans, dental/medical/vision insurances, life/accidental death insurances, car allowances and others.

Let us look at some employer-based benefits in greater detail:

A ***cafeteria plan*** is a benefits plan that allows an employee to choose among several benefits, such as health care, life insurance, vacation and disability insurance, etc. In some plans the credits can be redeemed for cash.

There are various types of ***life insurance*** including whole life and term insurance policies. The most typical type of life insurance obtained through work is term. Term insurance is 'pure insurance' it pays a face value amount for a set premium. Whole life insurance accumulates dividends that are reinvested to create a cash value in the policy. Whole life policies while sometimes appropriate carry heavy commissions and have large expenses. Term insurance through an employer is usually offered at a group rate and can usually be purchased as a multiple of an individual's salary. Some employers may offer some basic level of term insurance at no cost to the employee.

Disability insurance pays a percentage of monthly pay if an employee cannot work due to disability. This type of coverage is important because when an individual is disabled not only does income cease but also bills continue to mount. Coverage is available for long-term and short-term disability. A waiting period until coverage begins varies from 7 to 180 days and with that varies the cost of the coverage. A younger individual is several times more likely to become disabled for a portion of their career than to die.

Health Care Insurance comes in many shapes and sizes, but the two main types are the PPO (Preferred Provider Option) and the HMO (Health Maintenance Option). Through a PPO, the subscriber is able to select a general physician or a specialist from a list of providers (can be a very extensive list depending upon the insurance provider). Through an HMO, a subscriber generally selects or is assigned a primary care physician who then can make referrals to specialists. In general, HMO coverage is less expensive, but offers less choice. It is important to review annual out-of-pocket expenses including deductibles, prescription drug coverage, and so forth. The government provides by law that an employee who terminates employment can still opt to be covered for health insurance for up to 18 months by paying for his/her own premium in addition to a slight administrative fee. If the covered individual becomes ill during this time, the period of coverage can be extended to 29 months.

Dental care plans provide basic preventative and dental coverage, with limited coverage of orthodontia and limited annual coverage overall. They come in different types including HMO and PPO. The dental HMO and PPO work in a similar manner as they do with health insurance. ***Vision coverage*** provides payment for eye exams, frames, lenses, and contacts. Generally, these policies do not provide coverage for laser eye surgery. They may also be available either as a PPO or an HMO.

Flexible Spending Accounts allow an employee to place *before* tax dollars into an account to be used for medical expenses or for child or elder care. This is an often overlooked, but very valuable benefit if used correctly. An employee has to estimate the amount of dollars that will be used in the following year. If the employee estimates incorrectly, those dollars that are left over at the end of the year revert to the employer. However, the flex plan is a tremendous benefit that can save substantial money. Here is an example: if an employee has $5,000 of daycare expense, she (if in a top tax bracket) would have to gross nearly $8,000 to net the $5,000 to pay for daycare. However, if the employee places $5,000 into the flex account to be used for daycare she only has to use $5,000 of her gross dollars and not $8000. That is a substantial savings.

Educational Assistance Programs are designed to provide an employee with all or part of the cost of additional schooling. Up to certain limits these dollars are not included in the employees taxable income.

Legal coverage plans provide basic legal services such as tenant, wills, and a very limited number of hours for consultation.

Employee Assistance Programs offer coverage for mental health and substance abuse recovery assistance.

Retirement Savings

If a counselor is working with a young client, especially under age 30, the importance of teaching that client about retirement savings is magnified immensely. For example, a 25 year-old earning $30,000 a year who sets aside 8% of her pay before taxes and has an employer who matches 50 cents on the dollar can build a substantial retirement account. If her investments earn 10% a year...even if she never gets a raise...it would grow to $1.6 million by age [illegible]ed on annual compounding. Even mid-career clients can benefit from such a discussion. [illegible] take a look at the example of Lucinda and Michael. Let's say that Lucinda, age 36, begins investing $4,000 per year and does so for 20 years, thereby investing a total of $80,000. At a 10% return her account value at age 65 would be $653,649. Michael, age 46, begins investing $4,000 per year and does so for 20 years thereby investing a total of $80,000. At a 10% return his account value at age 65 would be $252,010 - a substantially smaller nest egg than Lucinda. An investment portfolio's growth is driven by how much we save, how long we invest, the return we earn, and how much of the return we surrender to investment costs and taxes.

There are many different types of retirement plans. Learning the details of each is not critical for the career counselor, however, knowing that there are many different types and a few of the basics is important. Here is a review of a few types: The ***defined-benefit plan*** pays a set monthly benefit to a retiree based on the retiree's age, tenure and former wages. The Pension Guaranty Corporation in the event of plan insolvency backs these plans. A defined-benefit plan is best suited to an employee who plans to work for one employer for a long period of time, usually more than 10 or 15 years and it is usually not portable. While this used to be a popular benefit, not as many employers offer this type of plan any longer. With this type of plan the employer carries the burden to make sure that there will be enough funding to payout the promised defined benefit. Thus, the ***defined-contribution plan*** became popular and is commonly used today. With a defined-contribution plan the benefits are paid based on the amount invested and how well it was invested. The employee directs the investments, often with no or little guidance from the employer. These plans are not guaranteed. These plans have different names, each with slightly different provisions, examples include: 401(k), 403(b), 457, SEP-IRA, SIMPLE-IRA, and so forth. Clients should be encouraged to participate in these types of plans. Often employers will match contributions up to a certain amount, therefore, not contributing will cost an employee free money from the employer.

There are certain questions that pertain to retirement accounts that should be reviewed, particularly the following: What is the waiting period before the employee can join the plan? How much salary can be contributed? How much will the employer match and what is the maximum percentage the employer will match? How many investment options are available? Can the employee borrow from the plan? Are hardship withdrawals permitted? When is the employee vested? In other words, when can the employee take the amount contributed in the plan with him if he is changing jobs?

It is essential that clients understand the importance of rolling assets over from one employer to another or from one employer to an individual retirement account (IRA). It is common for individuals to change careers and certainly to change jobs. Individuals tend to change jobs even more frequently in the early days of their career - exactly the most critical time for building a solid retirement plan. Because amounts accumulated after only a few years on the job appear small, individuals are more apt to cash out and use the money for a car or for a new wardrobe. This is unfortunate because these 'small' account values can be rolled over and has the potential to accumulate to a large sum. Here is an example: consider a client who has a combined federal and state tax rate of 34% and she has $10,000 at the time of a job change. If she withdraws the money instead of rolling it over she would lose $3,400 to taxes and $1,250 (10% federal penalty + 2.5% state penalty - if in California) thereby having only $5,350 left to cash out. Clearly not only is there a substantial long-term loss, but there is an immediate loss as well.

Now that employees are for the most part left to their own devices to decide how to save and prepare for retirement, it also important that a client learns the basics of asset allocation. Asset allocation is the process of determining how much to invest in different types of investments. Asset allocation is when a client creates a balanced portfolio, a portfolio that will stand the test of time and produce the results necessary to sustain a potentially long-term retirement.

Summary

Helping clients get their financial house in order can include inviting speakers to discuss these topics and a handout that outlines the important steps. The handout can include the recommendations that they set up an emergency fund, invest more now, be systematic by paying investments first, encourage them to educate themselves on investing, hire an expert, reassess investments, figure their net worth, review their credit report, cut debts, watch credit card debt, estimate their pension, fund their retirement plans to the maximum, review social security benefits, watch vesting at work, check insurance coverage and get disability insurance.

The ultimate career security is financial security. It leads to better career choices and greater options. It allows clients to build a 'career transition fund' that can be used at a time of layoff or to seek better career opportunities.

By adding the financial component to the career development process, the career development practitioner is completing the picture of helping a client make choices and decisions that will build a foundation for more secure career decision-making. That is, decision-making that ultimately becomes free from financial constraints and more open to interests, skills, values, and all of the things we hope a client will strive for when they select a career.

Tying Individual Dreams to Organizational Goals

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Introduction

Most people want to learn, grow and achieve their career dreams. Linking individuals' career aspirations to organizational goals can be tricky, yet it is the foundation for personal and organizational success. In this paper you will learn how to use learning objectives to link career learning or development to organizational strategy.

Participants will learn the method of preparing learning objectives as a tool for ongoing personal, career and professional development.

We use a health care organization as a demonstration where all employees engaged in the development of their personal learning plans that were subsequently incorporated into the development of the organization-wide learning plan.

Purpose

The specific learning objectives are:

- To be able to write learning objectives that are linked to organizational goals
- To learn how to develop well-defined objectives
- To learn how to measure and track learning objectives

Background

In today's highly competitive and global marketplace, many companies are investing significant efforts to engage employees to be aligned to the mission and values of the organization. Companies creating this alignment through systemic change are moving toward becoming a Learning Organization (Peter Senge).

As companies are an organized system, there are several challenges that they face in gaining alignment:

- increasing decentralization in an effort for employees to be closer to the customer;
- increasing diversity as members of the workforce bring differentiated values and cultures to the workplace;
- and new ways of working – work-at-home; tele-commuting; flextime; crossing time zones, to name several.

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With systemic change initiatives, employees can be uncertain as to the goals and direction of the organization. The challenge for the leadership is to: create a sense of shared understanding of the organizations' purpose – vision, mission, goals and strategies, and ensure the employees are developing and contributing to the success of the organization. To achieve this, the human resource system needs to focus on learning & development, and career planning to build competencies, and alignment to the organizational strategy – the Strategic Plan.

As a core component of the Strategic Plan in an organization, many incorporate an Organizational Learning Strategy. Once a direction is set, each division or department develops their annual goals linked to the overall Strategic Plan. Having organizational goals established, a process is employed whereby members of the departments – employees – establish their personal learning goals in keeping with the Strategic Plan. These personal learning goals are "rolled-up" into a divisional, departmental, and organization-wide Learning Strategy.

An Organizational Learning Strategy has two significant components:

- Learning and Development which is frequently defined as a continuous, lifelong process in which you acquire or enhance the competencies – skills, knowledge, behaviors and values that are important to your job, professional career, and personal growth, and
- Career Planning which is defined as a deliberate process in which you identify your personal career-related goals, based upon an assessment and examination of your interests, preferences, values, competencies, skills, and motivation to establish a plan to achieve goals [1].

The benefits accrued to both individuals' and organizations' are significant, such as:

- increased targeted spending on training and development – reducing "wasted" training that is not connected to achievement of organizational goals;
- increased awareness of what it takes to be successful in the organization by all employees;
- increased engagement in organizational community building; increased retention;
- targeted investment in learning with the capability of measuring return on investment and shareholder contribution, to name several.

Alignment with strategy that incorporates learning is creating a new work environment – a new employment contract. This means that employees must not get lulled into a false sense of security or dependence on the organization to "look after" their careers for them. This new employment contract – being self-directed - is characterized by:

- no longer being able to rely on day-to-day workplace experience to ensure that the right skills and competencies are in place for future needs,
- relying on a one-time education attainment, without additional formal learning, is no longer sufficient to maintain a position,
- the fact that companies can no longer be expected to provide all the training & development or resources needed to ensure the best skills and competency inventory is developed for the present or future of the organization.

It is therefore, incumbent upon employees to ensure they develop their skills and capabilities to keep themselves marketable for both internal and external opportunities.

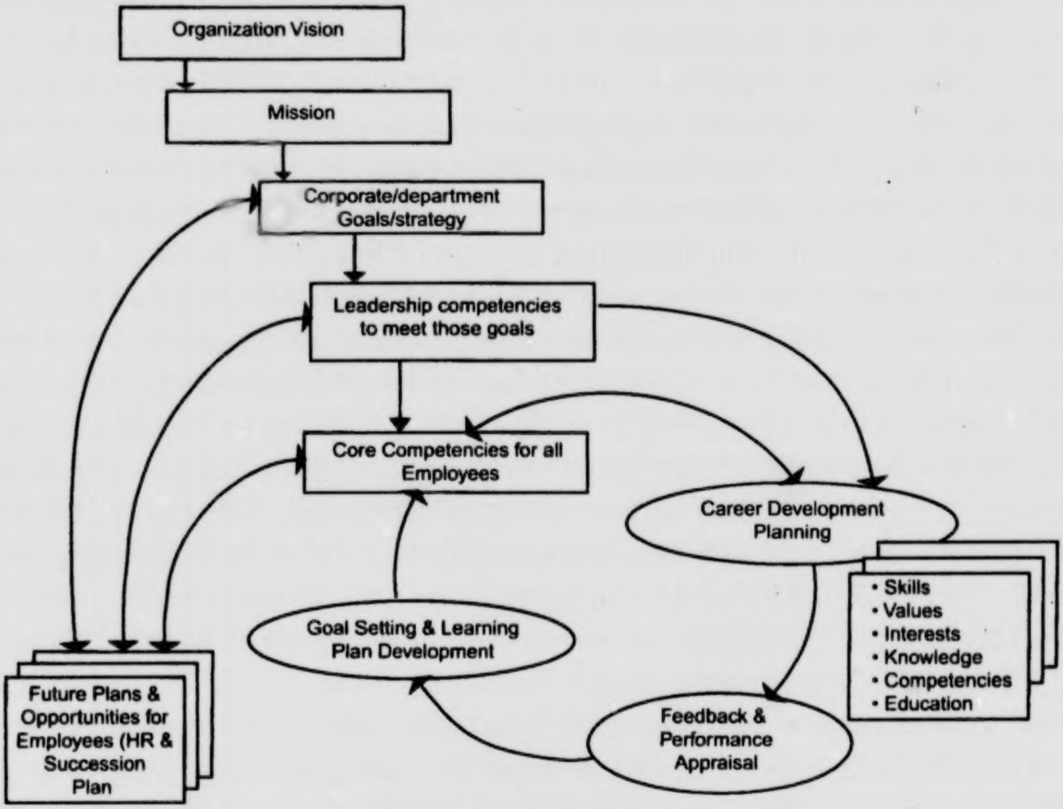
Employees need to regularly monitor and maintain skills, supplement employer-provided training with their own understanding of the trends and needs of future work requirements, and develop their own desires. With these issues in mind, we present a means of creating the learning plan module of a career planning process.

To engage employees to be aligned to strategy, they need coaxing and learning tools to assist them with the transition.

This paper demonstrates the process by which employees develop their Personal Learning Plan linked to the Strategy of the organization.

We provide an adaptation of a learning tool provided to the employees of a Health Services Organization. Our focus is to provide some context, as well as the process for the development of learning objectives, and two examples of objectives created by employees.

Learning Plan System within an Organization


Organization Vision
Mission
Corporate/department Goals/strategy
Leadership competencies to meet those goals
Core Competencies for all Employees
Career Development Planning
• Skills
• Values
• Interests
• Knowledge
• Competencies
• Education
Feedback & Performance Appraisal
Goal Setting & Learning Plan Development
Future Plans & Opportunities for Employees (HR & Succession Plan

Health Services Organization – Context:

In getting started, the Health Services Organization needed to set the context for the ensuing organizational development effort. Traditonally, employees took minimal responsiblility for their personal performance management or learning plan development. In an effort to transform into a "learning organization", employees were asked to engage in a process by which they developed their performance objectives and learning plan for the year. Given the significant change initiated in the organization, employees were asked to attend a workshop to assist them with how to construct learning objectives.

Here, we provide the process employed for introducing and engaging employees in the component – *Preparing Your Learning Plan.*

Adapted Introductory Remarks:

There are many issues and changes that will continue to impact the provision of health serivces in the years to come. To meet these challenges, the Health Services Organization has embarked on a process of becoming a learning organization.

In order to meet current and future challenges, employees will need to develop the capacity to manage and respond effectively to changing situations and conditions to meet the needs of our valued customers. The most important factor in responding effectively to change is the ability to learn. The ability to learn on an ongoing basis, and to look for and use opportunities for continuous growth is a required skill for success in our work environment. To that end, each employee is to prepare their own learning strategy.

There are three key questions addressed by a learning strategy:

- What are our business requirements?
- What are the tasks that need to be performed to meet the business requirements?
- What are the skills/abilities/competencies needed to perform the tasks to meet the business requirements?

Business Strategy:

The Health Services Organization established the following core strategies to achieve its core business:

- Ensure an appropriate supply and distribution of health professionals to meet the needs of the populations served
- Better co-ordination and utilization of services, initiatives and planning functions
- Expand and strengthen community services
- Anticipate and develop services to meet the needs of a growing and aging population
- Enhance the use of information and information technology to improve decision making in the delivery of health services

Resourcing the Employees:

A tool kit of resources was provided to the employees to assist them with the change initiative. Tools included: Competency models and dictionary of definitions of core competencies; performance planning forms and working materials; career assessment tools; Learning Planning development tools and process guidelines.

The Components of the Learning Plan

Step 1: Conduct a Personal Career Assessment:

An Exploration of Self includes an examination of both personal and work history - in essence, an exploration of the things you do that you feel proud of. This includes past accomplishments, strengths, well-honed skills and competencies, interests and learning style awareness. In this section you will describe significant learning experiences:

- Did these experiences use your strong skills or were you required to learn new things?
- Did you choose the experiences or did others choose them for you?
- Did you learn by doing something differently than in the past?

You will also explore areas that you believe to be weak or difficult to manage, as these can be explored as opportunities for development.

Step 2: Review Needs of the Organization:

What are the needs of the organization? What are the significant issues/factors/trends influencing the future of the organization. How will these issues impact changing needs or the service provider's direction? What are some of the needs of your department or area? What are the skills and competencies needed over the next 1-2 years to help meet the goals?

Step 3: Where am I going? Defining the Career goals:

Looking forward, where am I headed? What kind of person do I want to be, what do I want to be able to do? What kind of skills, competencies, knowledge will I need to gain? What positions in the organization would employ my skills competencies, knowledge, and interests? Are there required steps or qualifications needed for people in those positions.

Step 4: How do I get there from here – Creating a Learning Plan:

What do I want and need to learn on the path to attaining my goals? How will I assess my learning achievements? What measures can I use (or do I need) to assess myself? What feedback do I need from my supervisor or manager to support my learning plan? What activities can I participate in that will help me learn?

Step 5: Follow-up and Re-evaluate:

A quarterly review of progress on the learning plan activities is highly recommended. As employees will continue their learning efforts within the context of their work, we recommend limiting learning objectives to those that can be reasonably achieved in reasonable timeframes. For some individuals, that may be 1 learning objective with completion targets in 6 weeks. For others, 3-learning objectives within 6 months, or perhaps even a long-term journey. It is important to reflect on external influencing factors that both enhance or limit learning opportunities and subsequently re-set goals.

The learning plan has 5 parts:

- **The objective – what do I need to know? How important or urgent – what is the priority for development:**

  A title – this may include technical skills development, competency development, skills or aptitudes.

- **Define the Objective (A.C.T.): - Details on what I need to know**

  Provides clarity on the objective selected; the objective is to include:
  - specific **action**
  - **criterion** to be achieved
  - **terms** under which the action will occur

  Well-drafted objectives may also provide context or background of the current state of the skill or behaviour.

- **How will I learn it?**
  Provides detail of how the learning will be achieved using quantifiable actions, conditions and standards. What will you do or say? Where and when will this happen? How will you measure success? What is your time frame? Is this attainable and realistic? Steps are to be identified where the learning process requires practice and feedback prior to moving forward to the next step.

- **How will I know I have learned it?**
  Describe specific behaviour outcome which would indicate that the learning has taken place and been integrated into a normal pattern of behaviour recognized by the self and others.

- **How does it help my performance?**
  Identify how this learning will enhance or contribute to the organization/your team/or work area. How will I share my learning with others?

Example #1: Presenting My Ideas

1) **The objective – What do I need to Know?:**
   My ability to present my ideas and to persuade others to do things differently

2) **Define the Objective (ACT) – Details on What I Need to Know?:**
   Currently I send an email to my manager on an idea of how to make a process more efficient, and I get no response. I would like to be better prepared, have a clearer understanding of what is important in my area so that when I **present an idea (*action*) to be given serious consideration, acknowledged and implemented within a year (*criterion to be achieved*), in a personal meeting with my manager or supervisor (*terms*).**

3) **How Will I Learn It?:**
   - Find and observe people who are good at getting their ideas accepted (within 1 month)
   - Model the observed people who are good at getting their ideas accepted (3 months)
   - Ask my peers for feedback on my ability to gain support for my ideas (within 1 month)
   - Keep a log of situations where I attempted to persuade someone to my idea and analyze what could have been done differently (ongoing)
   - Sign-up for a presentation skills course with "the learning annex" for a Saturday (in the next 3 months)
   - Volunteer on the annual fundraising committee (September)
   - Read a book on "selling ideas" (summer)

4) **How will I know I Learned It?:**
   I am well prepared for a meeting, having thought through all the needs of the audience, especially my boss, and my ideas are acknowledged, accepted or implemented within a year.

5) **How Does It help my Performance?:**
   Increased customer service, as I will be able to understand their needs and handle objections more effectively. I have lots of ideas of how to make things more efficient which would be helpful in my area.

Example #2: Negotiating Skills (Professional/Managerial Level)

1) **The Objective: What do I need to Know?**
   Enhance Negotiation Skills

2) **Define the Objective (ACT) - Details on What I Need to Know?**
   To **negotiate win-win solutions with multiple stakeholders and interested groups *(action)*, within 2 weeks of identifying the needed *change (criterion)*, to achieve consensus on**

implementing a strategy to change a current business process *(terms).* Context: it currently requires the support of senior management to make a business process change, and months of effort which affects the morale of the department, lowers productivity and delivery targets are missed.

3) How I will learn It?

- Identify an internal mentor for relationship building skills – within 1 month
- Meet with all stakeholders and interested groups over the course of the next 3 months with the specific intent to identify key issues impacting their part of the business process
- Identify the core values and supporting behaviours of each stakeholder group within 3 months
- Identify core needs of each group, and core needs of the key people in each group – within 3 months
- Attend course on "interest based negotiation skills" within 4-6 months
- Participate in sales/purchasing meetings to see negotiations in action as a learning process, within the next month
- Practice interest based negotiations on change initiatives – reducing time to implementation by 50% at the 1/2 way point (5 months from today)

4) How will I know I have Learned It?

- Serve as an effective model to others in negotiating for change in business processes
- Am able to develop consensus on business/policy change within 2 weeks of identified change
- Established credibility among peers & superiors as an effective negotiator

5) How does it help my performance?

- Increase effectiveness of implementing change in service delivery
- Increased productivity contributing to the reduces time/hours to deliver services
- Increases quality of business services through increased flexibility, faster response time and closer connections to outcomes

Conclusion

As working people increasingly become self-directed in organizations, they are contributing to changing the work culture and employment contract with their employers. Leaders of organizations see the value and importance of engaging people and aligning their efforts to the strategy of the organization. With increasing self-direction, the role of career development and management become a fundamental part of the process of linking learning and development to the organizational strategy. The benefits to both employee and the organization are significant as training and development becomes more focused on the matched needs of employee and organization. Employees who develop in meaningful ways, increase their productivity, satisfaction, and ultimately there is a "return on the investment" for everyone.

Summary of the Contents

This paper presents a method for employees to create learning plans that link with the organization's strategic direction. Using a Health Services Organization as an example, the writer provided a step by step process for the preparation of learning plans that link to the organizational strategy, and can be used effectively for measuring results – to gain a Return on Investment.

There are three key questions addressed by a learning plan:

- What are our business requirements
- What are the tasks that need to be performance to meet the business requirements
- What are the skills/abilities/competencies needed to perform the tasks to meet the business requirements

Employees set the stage of their career review with a depth assessment of their personal performance:

- Do I have the skills/knowledge/competencies needed to do the job effectively
- If I don't have the level of skill I need to do the job well, what skills/knowledge/competencies do I need to learn and develop to do the job effectively, and
- What do I need to do/learn/practice to grow within my job or to prepare me for the next opportunity

Steps to creating a Learning Plan:

Step 1: Conduct a Personal Career Assessment
Step 2: Review Needs of the Organization
Step 3: Where am I going? Defining the Career Goals
Step 4: How do I get there from here? Creating a Learning Plan
Step 5: Follow-up and Reevaluate

The learning plan has 5 - parts:

1. The objective – what do I need to know? How important or urgent – what is the priority for development:

2. Define the Objective (**ACT**) - Details on what I need to know:
   Action
   Criterion to be achieved
   Terms under which the action will occur

3. How will I learn it?

4. How will I know I have learned it?

5. How does it help my performance?

Care in drafting effective learning objectives leads to higher levels of personal satisfaction and contribution to the organization. The benefits to both employee and the organization are significant as training and development becomes more focused on the matched needs of employee and organization. Employees who develop in meaningful ways, increase their productivity, satisfaction, and ultimately there is a "return on the investment" for everyone.

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Helping Your Client Become Successfully Self-Employed

Marty Nemko

Many career counseling clients would like to consider self-employment but are scared of the risk. Or they don't know where to begin.

This article is a fast course on what it takes to be successfully self-employed. You'll learn how to help your clients assess if they have the personality for self-employment. As important, you'll learn how to maximize their chances of being successfully self-employed.

Does Your Client Have the Self-Employment Personality?

Your client's answers to these three questions should tell the tale.

1. **Are you willing and able to market yourself?** No matter how good your product or service, unless you're willing to spend at least 20 hours a week marketing, you almost certainly will fail. Yes, after a number of years, word of mouth may sustain you, but if you're not marketing, marketing, marketing during those first few years, you'll probably go broke before then.

2. **Can you learn quickly?** Time is money. So if you take a year to learn the ropes, you'll probably be broke before you succeed.

A related point, you must be able to think on your feet. A prospect raises an objection—unless you can respond on a dime, it's probably adios prospect.

3. **Are you a true self-starter?** No one will force you to put in those 20 hours a week on marketing. No one will make you learn that stuff you need to know to set you apart from the competition. Are you a procrastinator? Forget about self-employment.

The World's Shortest Course in Self-Employment

When you're a little guy, successful self-employment is all about controlling risk.

Why? In part, because, especially in the first year, you're going to make mistakes: you'll buy products that don't sell; you'll underbid the price of your service; you'll buy too little product. Each mistake costs you money. And unless you have deep pockets, you'll run out of money before you have learned how to run the business intelligently.

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How do you control risk?

- **Keep it simple**: offer one simple product or service that works well, that requires low cost and offers high profit margin, and, ideally, which doesn't require partners.

- **Offer a service rather than a product.**

- **If you're going to sell a product, be sure it's a *very* high-profit margin product.** Unless you're a Wal-Mart-sized operation, it's hard to make money on a 100% gross-margin item—like those items in those little gift or antique stores that many of my clients fantasize about owning. I'm talking 1000+%. You might ask, what sort of product has 1000+% markup? Have you had a $3 latte at Starbucks? It cost them about 25 cents. My wife just spent $17.50 for an Estee Lauder lipstick. What does it cost to manufacture? 65 cents—it's just colored wax. Have you paid $75 for a pair of eyeglass frames? It costs pennies to manufacture plus another 25 cents to slap the Liz Claiborne label on it. Think about it—how much could a simple piece of plastic cost? The reason opticians can charge so much for frames is that the ignorant public somehow thinks of frames as a medical product and we're used to paying big for medical products. You must think this way: what must this cost to manufacture?

- **Work at home.** Especially avoid having a store: the costs of rent, utilities, and shrinkage (theft) usually will break you. Besides, if you're a store, you're often competing with big-box stores that can spend zillions on marketing to let your customers know they have a wider selection and lower prices than you do. I have yet to hear of a small store putting Home Depot out of business. Don't compete with the big boys.

- **Don't spend on image.** A nice office, let alone an expensive address, fancy furniture, or the latest and greatest computer is rarely worth the money. Chances are, you'll wish you had saved the money for more important things.

- **Spend time, not money on marketing**. There are ample no- and low-cost ways to market:

    - Cross-promote. A personal coach cross-promoted with a weight-loss clinic. Each offered discount coupons to the other's business.
    - Teach a seminar at an adult school, library, service club such as Kiwanis, or at a university extension. For example, if you're a retirement coach, teach a seminar called, "7 Things Everyone Must Know Before Retiring…That Most People Don't Know." At the seminar, give a useful handout that includes your contact information at the bottom.
    - Write an article in a narrowcast publication that's aimed at your target market. If you're an architectural photographer, write an article for the newsletter of the Northern California Architects Association called "7 Ways to Use Architectural Photos to Build Your Business." They'll be glad to get your free article, and

you'll get publicity that no advertising dollars could buy.
- Phone potential customers. Successful businesspeople dial for dollars. You wouldn't be getting all those annoying telemarketing calls unless it was profitable.
- Occasionally, paid advertising can make sense. Let's say you run a garden irrigation business. An ad in a small local publication serving predominantly wealthy homeowners can make sense, especially if you realize that often, you can negotiate a big discount by waiting until a few hours before the publication's deadline.

- **Forget about being on the leading edge.** Too often the leading edge turns out to be the bleeding edge. Let someone else be the guinea pig. You copy an already-proven successful business in a slightly different geographic location. If a business is booming in North Berkeley, it's relatively safe to create a facsimile of it in South Berkeley, a little less safe to do so in a neighboring town, and less safe to do it in New York.

  Ideas to copy are right under your nose. Just keep your antennae out for them. For example, ever see those commercials on TV for a music CD—40 of your favorite hits from the 70s, or classical piano favorites, whatever. If those commercials weren't generating profits, they wouldn't still be running after lo these many years. So, you're safer copying a dinosaur idea than trying to come up with something new. Yes, I know it feels more exciting to try to come up with something original, but ask yourself whether it's worth the risk.

- **Avoid partners and others who can hurt you.** A guy came up with a great invention and decided to have it manufactured in Thailand. The Thai person manufactured it all right, but then dishonestly claimed that he created the invention and went on to sell it himself. The original inventor didn't have the money or time to pursue a lawsuit in Thailand and lost months waiting for the Thai manufacturer to produce and additional months finding another manufacturer.

  Most of my female clients refuse to go into business without a partner. They say things like, "I draw energy from other people." Yeah, yeah, but the battlefield of businesses gone bad is littered with partnerships. Even if you don't kill each other, your business has to make twice as much money. Need company? Hire a consultant or $12/hour assistant.

- **Don't get expertise; don't buy expertise; rent expertise**. Guy Kawasaki, one of Apple Computer's founders, who now runs boot camps for budding entrepreneurs said that he learned his most valuable business lesson from his father. His father said, "Millions of people want to feel like experts so they go to school for years to gain expertise, yet you can buy their time for $20-40 an hour. Better you be the entrepreneur and rent expertise—whether it be an engineer, a graphic designer, whatever— on a just-in-time basis rather than buying them as salaried employees whom you must pay for 52 weeks a year, whether you need them or not.

For example, if you want to run a computer tutoring business, hire an excellent computer tutor who is not entrepreneurial and therefore will be satisfied with $25-$40 an hour. You charge the customer $50-100. Many businesspeople do that and find themselves able to leave on extended vacations while they continue to earn money thanks to their employees. And the employee is happy because he or she is making a decent wage without having to do any marketing nor worry about the business failing.

- **Know when to quit.** Most motivational speakers extol the virtue of persistence. They point out case after case of entrepreneurs who persisted despite others telling them to give up, and ultimately succeeded. Problem is, the motivational speakers don't tell you that for every one of those who defied everyone's advice and succeeded, there are dozens that failed. The art is knowing when to persist and when to give up. Rule of thumb: Your risk increases with every reasonable person who tells you to stop.

Here are some of my favorite self-employment opportunities

- **Espresso or soup from a cart** next to a train station, stadium, supermarket, movie theater, office high-rise, or other high foot-traffic area. This business requires minimal rent, high profit margin, it's a simple business, and isn't a fad—coffee and soup aren't going out of style.

- **Cosmetics in a high-end salon.** Women spend an extraordinary amount of money on makeup. And as mentioned above, that $15 lipstick costs under a buck to manufacture. Get your own label put on a line of makeup—the manufactures will let you do that. Then find a high-end beauty salon, and pay the owner a bit of rent to allow you to set up in the corner. Do free makeovers and, if you're good and a good low-key salesperson, your customers will buy fistfuls of your makeup.

- **Dull-normal businesses**: sell sandblasting, broker used truck parts, maintain mobile home parks, whatever. Few college students graduate aspiring to run dull-normal businesses, so the competition is limited, and therefore the profit margin is high.

- **Parking lot oil changing.** Get a shopping mall parking lot owner to lease you ten spaces. Then change people's oil while they shop. That's a huge advantage over the traditional ways people get their oil changed.

- **Computer tutoring.** Millions of people still need help in using computers. My favorite market: senior citizens. They have time, money, are often computer-resistant, yet would love to email their kids and grandkids. Plus, using a computer makes them feel young and hip.

- **Manufacture silk scarves.** Buy silk blanks—they cost maybe 50 cents a piece. Spend a few hundred bucks for a graphic designer to create 20 designs. Have a local

> dyer make small runs. Keep track of which designs sell best, and then make long runs only of those. That way, each scarf will end up costing you only a couple of bucks yet you can wholesale them for at least $20. Scarves sell for $40, 50, even $100 retail. Don't waste time selling to small retailers—they'll only buy a few at a time, yet that sale takes almost as much work as it does to sell 100 to a large retailer. Focus on the 10 or 15 highest-volume vendors—for example, Macy's or Target, and do whatever it takes to get their account. Because you have a huge profit margin, you can give them a great price, make a custom design for them, create custom packaging or pricetag them if they'd like; whatever it takes.

If your client has the attributes of the successfully self-employed in the beginning of this article, and if he or she follows this article's advice, the chances of being successfully self-employed are 100 times better than average. You'll be a hero!

Career Development Resources from California Community Colleges

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Introduction

This paper seeks to provide Career Development Professionals answers to the following questions:

- What is the California Community Colleges Chancellor's (CCCCO) Statewide Advisory for Career Development
- How Can We Strengthen and Promote Career Development Practices in our Colleges
- Future Materials from CCCCO Statewide Advisory for Career Development
- Where Can Career Coordinators and Counselors in Community Colleges find policy, program, and funding resources

The California Community Colleges Chancellor's Office Statewide Advisory Committee for Career Development provides information and counsel to assist the Chancellor's Office in areas related to career development professionals and programs; we also issue annual policy papers concerning the role of career development in community colleges. This Advisory is composed of Counseling and Instructional Faculty, Career Center Coordinators, Economic Development & Workforce Development Administrators and Employers. We have been instrumental in offering professional development workshops and distributing state of the art materials to career center staff and counseling faculty in California Community Colleges.

The Career Development Advisory provides workshops and professional papers to educate and to influence community college faculty, staff and administrators to develop and expand career development programs. We have sponsored conferences, distributed new career exploration tools and software, and sponsored teleconferences where industry representatives have discussed changes in the business world. Additionally, our annual recommendations have resulted in a bi-annual $100,000 State Leadership RFA (grant application) and a $250,000 two year grant each of which are providing models for all Community College Career Centers.

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The latter grant resulted in two colleges receiving $250,000 for demonstration projects integrating career development throughout the institution as well as connecting with K-12 school to career activities. (go to www.coastcareers.com for a sample of the results.) Last year, the $100,000 statewide "Career Development Collaborative Grant" was awarded to Butte College. As part of this grant, by 2004, the state of California will have a web site devoted to "Best Practices in Career Development" and a series of Regional Workshops will be presented illustrating Best Practices.

Purpose of this Article

The rest of this article will provide you with information about what will be available from the Advisory on the web in the next two years. Go to www.careerdevelopmentadvisory.org for our current website. It contains our purpose, member list, policy papers, meeting and workshop information, a contact list for all California Community Colleges Career Centers, and web links. The most exciting outcome of the 2001-2002 Statewide Advisory work was the development of a list of objectives derived from the first annual Career Summit This summit assembled over 30 Community College Career Center Coordinators and Counselors from representative regions around the state. These objectives answer the question: How can we strengthen Career Development Practices?

How Can We Strengthen Career Development Practices:

- Update standards from 1997 Career Development Task Force and create a minimum set of standards for community college career centers regarding such issues as funding, staffing and resource selection. Included could be an evaluative process in a "Consumer Reports" format for selection of programs and services.

- Create a procedural manual or guide (Example: Career Center For Dummies) that would use guidelines for standard practices of career centers, ex. Career Fairs. Contents would be prioritized by student need and growing industries in California. Best Practices would be included from Butte College grant collection. (2002).

- Regional Collaboratives would be formed using the Community Colleges' Transfer Center model to focus on the following objectives:
    a). Communication amongst peers
    a). Produce programs all could use on agreed upon topics
    b). Professional development workshops (student focused)
    c). Model use of technology
    d). Regions would share responsibility for program development and meeting logistics

- Make recommendations for articulating Career Planning classes with required General Education transfer (Section E) requirements and seek the Statewide Academic Senate's advice/blessing for integrating career development into all subjects. We may create a collaborative project with the State Work-Based Learning Advisory.

- Create marketing strategies to be used statewide to reach faculty and students with goal of increasing awareness of the "ROI" or "Return on Investment" when students are involved in the career planning process and focus on helping students take advantage of campus resources in career development. Students would be surveyed for current data and testimonials. This is another possible collaborative project with the State Work-Based Learning Advisory Committee.

- Communicate with Chancellor's Office about how best the "Best Practices" collected through the Butte College grant could be communicated to all. (Butte College representative will serve on our committee.)

- Focus on Communication with all colleges using the new Listserv "Community College Career Professional Contact" list developed from 2002 Survey for our Advisory Committee. Combine member lists with Work-Based Learning Advisory so all communications go to both committees.

Although the Career Summit objectives may sound ambitious, they will form the basis for the 2002-4 Advisory objectives. Advisory members will form sub-groups to spear-head the completion of each objective.

In addition to annual objectives completed by the Statewide Advisory, we are responsible for making recommendations for next year's Vocational and Technical Education Authorization for Leadership funds' usage. The following items have been our recommendations since 2000-1:

- Continuation of leadership funds earmarked for the Career Development Advisory. Utilize their expertise to advise the Chancellor's Office on funding priorities for state leadership activities.
- Mandate collaboration between State Vocational Advisory Committees and specially funded collaboratives to coordinate professional development activities where instructional and non-instructional faculty can learn from each other. Workshops must be planned with input from multiple Advisories. It would be ideal for one employer from each State Advisory to be assigned to one meeting/workshop (half day) per year of the Career Development Advisory to provide the "employer" input. They would either act as a "one time consultant" or as a speaker at a workshop.
- Provide professional development opportunities for non-instructional and instructional faculty and career center staff. Often the non-faculty members responsible for delivering career related services have little access to training and professional development. Often Career Center Coordinators have little contact with others who have a similar job. One RFA example would be the Career Center Coordinators having a regularly scheduled statewide or regional meeting once a semester comparable to Matriculation Coordinators or Transfer Center Coordinators meetings.
- Strengthen partnerships between services and programs that provide career assistance, e.g. Career and Counseling Center, Job Placement, Cooperative Work Experience, Service Learning, School to Career Programs, Cal Works, Tech Prep, Extended Opportunity Programs

and Services (EOP&S), Disabled Students Programs and Services (DSP&S), Workability Programs, Puente, English as a Second Language Program, and Non-credit Matriculation. Chancellor's Office Representatives to each of these programs could serve as a link. One example is a recommendation that an RFA be available for discipline specific collaboratives to be required to ensure that all curriculum design and model curriculum include (where possible) career development pathways, career ladders, and work-based learning strategies. Another example would be an RFA to create a conference that is jointly planned to include topics of interest to all these constituencies.

- Integrate career development across the curriculum to become a standard.
- Recommended future grant proposals include:

  Curriculum Development and Improvement

  - Finance the collection, compilation, distribution of briefs on career development activities across the curriculum in California Community Colleges (otherwise known as Career Infusion into the Curriculum.)
  - Create an Institute for Career Development and the Liberal Arts which would give technical assistance and allocate mini-grants to promote any of the following:
    1. Career infusion into the liberal arts subjects;.
    2. Increase paid internships connected to classes;
    3. Teach faculty to incorporate more "problem-based" or project-based learning models using industry examples into their curriculum
    4. Create a tutorial program using industry representatives to tutor students on the industry site.
    5. Expand access to occupational information on the web into course curriculum.
    6. Fund opportunities for career counselors to team teach in liberal arts classes as well as increase counselors being part of Learning Communities. (Santa Ana College and Puente are exemplary.)

  Professional Development

  - Mandate collaboration between State Advisory Committees and specially funded collaboratives to coordinate professional development activities where instructional and non-instructional faculty can learn from each other. Workshops must be planned with input from multiple Advisories.
  - Provide professional development opportunities for non-instructional and instructional faculty and career center staff.
  - Encourage Job Shadowing funds for non-instructional faculty and instructional faculty.

  Student Support Structures

  - Strengthen partnerships between services and programs that provide career assistance, e.g. Career and Counseling Center, Job Placement, Cooperative Work Experience, Service Learning, School to Career Programs, Cal Works, Tech Prep, Extended Opportunity Programs and Services (EOP&S), Disabled Students Programs and Services (DSP&S), Workability Programs, Puente, English as a Second Language Program, and Non-credit Matriculation. Chancellor's Office Representatives to each of these programs could serve as a link.
    1. One example is a recommendation that an RFA be available for discipline specific

collaboratives to be required to ensure that all curriculum design and model curriculum include (where possible) career development pathways, career ladders, and work-based learning strategies.

2. Another example would be an RFA to create a conference that is jointly planned to include topics of interest to all these constituencies.

- Provide professional development opportunities for non-instructional and instructional faculty and career center staff. Often the non-faculty members responsible for delivering career related services have little access to training and professional development. Often Career Center Coordinators have little contact with others who have a similar job.
    1. One RFA example would be the Career Center Coordinators having a regularly scheduled statewide or regional meeting once a semester comparable to Matriculation Coordinators or Transfer Center Coordinators meetings.
    2. Another RFA could provide counseling departments with money for substitutes while Counseling Faculty are getting training or professional development. Often Counseling Faculty are not able to get out of the office because the office needs coverage.

Conclusion

For the Career Center Coordinator who is new to the field or who feels all alone with no other professional to discuss the needs of your program or who does not know where to go for "research" to "justify" funding your program, the Career Development Advisory's website should provide you with professional links, upcoming events, and policy papers that can help you support the need for your services. The following "Policy Paper" was written to the California Community Colleges' Board of Trustees. A complete copy of this policy paper can be found on the web at www.careerdevelopmentadvisory.org.

Policy Paper on the Role of Career Development in California Community Colleges for review by the VTEA State Plan Committee -Spring, 2000

(Submitted to the Chancellor's Office by Lisa Raufman, Ed.D, Chair, Statewide Career Development Advisory)

Our society is undergoing a rapid change in the workplace. This change is jeopardizing our colleges' ability to prepare students for this evolving job market. There is a need for a coordinated approach between State, Federal and local initiatives that are addressing "school to career" issues. Part of the foundation for many of the initiatives is "career development". Career development is generally accepted as a lifelong process which incorporates general education, occupational training, and work with a person's self concept and the person's social and leisure life needs. This paper promotes the role of career development and the need for a comprehensive career development program in every California Community College.

Rationale for the Improvement of Career Development Efforts in California Community Colleges

Currently, career development is going through a transition that parallels the turbulent changes in the economic environment that surrounds it. Career development is becoming known as career management. Workers will need to have strong career management skills to ensure continuing success in a turbulent job market where rapid technological transformation of production systems and jobs is the norm. Students must be prepared for a lifelong learning, upgrading and acquisition of new skills, and ongoing career management in response to the rapidly changing options.

Just as curriculum used to teach people how to become prepared for jobs; career development used to teach students how to identify which career areas might be best suited for their personalities. Now, just as curriculum is being re-framed as skill sets and competencies to be learned, career development is now evolving towards teaching students to recognize their interests, values, personal preferences, and transferable skills and to select more than one career that may satisfy them. When taught the career development concepts in college, our students are learning career management competencies that they can use throughout their lives. The trend is moving towards learning the concept of career management so that when one job is obsolete, the knowledgeable employee will be able to create a career ladder, transfer into a related specialty, or feel comfortable returning to college to learn additional job related skills. These trends are a result of the newly legislated programs such as Career pathways, Career Majors, Tech Prep, "School-Based Learning", "Work-Based Learning" and "connecting activities" all of which are derived from the School to Work legislation.

Innovative educational strategies must be created that connect learning to career themes that are growing out of the School to Work mandates. In this rapidly changing workplace, there is no longer a single path to success, but many paths on a journey of continuous development and life-long learning. We therefore view neither entry-level work nor college as ends in themselves, rather as vehicles for people to realize their dreams. To dream, our students need courage, hope, and the ability to envision a future of possibilities. To identify possibilities, they need to learn career development competencies. (See National Career Development Guidelines table attached.) To make wise choices, they need information about real world careers, labor market needs, and structured activities to explore the work place and to discover their own interests, talents, and abilities. They need opportunities to apply their ideas, skills, and knowledge in ways that allow them to take risks and to make mistakes under the guidance of caring professionals.

In this view (from a career management point of view), a student's admission to a four-year college is not, in itself, the goal, but rather a step along life's journey. The fact must be acknowledged that many students do not complete college, and many students who do obtain a degree are not necessarily ready for a career. The changes in the workplace and the testimonials of career counselors suggest that success is not a matter of having a degree but rather involves having career management competencies. These competencies (also known as "SCANS Skills") include having the self-knowledge, the interpersonal skills, the problem-solving/critical thinking abilities and the creativity to adapt to changing circumstances. Students also need to develop the character and resilience to face the challenges along the way. Ultimately, "succeeding" is about having a sense of purpose-a personal vision-and the intellectual, emotional and spiritual resources to bring that vision to life.

The Challenges

Are our students being prepared for the "New Economy" jobs? According to a recent *Business Week* series, the fastest growing and highest wage jobs are in the "new economy". This includes high technology equipment/software, computer services, financial services/consulting, telecommunications/media, e-commerce and distance education. According to the Wall Street Journal, November 30, 1999, about 20 million new jobs are to be created in the next five years. Will our students be prepared to enter these jobs? A research study for the 1994-96 VATEA State Plan, showed that if new employees out of high school and community college training programs were to be graded they would average Cs and Bs respectively. Is a B average good enough for the New Economy job market where the new employees will need more skills than ever before. As a foreword from Delaine Eastin, State Superintendent of Public Instruction emphasized in the 1998 Workforce Career Development Model:

> It is predicted that by the year 2008, jobs will be incredibly different from what we are used to today-in at least 60 different ways. For example, jobs will become far more complex. Employees will need to possess strong analytical skills in addition to basic skills in order to succeed: no longer will it be enough for workers merely to have strong backs and a willingness to work.

Are our Community College Career Centers funded adequately and prepared to to provide instruction and resources to our students?

According to a recent doctoral study of California Community College Career Centers, there are four types of Centers: Basic Counseling, Diverse Counseling, Basic Independent, Diverse Independent. Most Career Centers offer basic career counseling and information resources. These Centers try to reach more students by offering Career Development Courses; however, most colleges are limited in the number of classes that they offer. The doctoral study showed that few Career Centers were comprehensive "One Stop Centers" (although a few were funded as "Official One Stop Shops.") A comprehensive Career Center includes career counseling, career courses, a resource center connected to the Web, a Cooperative Education Office, a Placement Office and is the hub for Cal Works, Tech Prep and School to Career initiatives. Such a Center also offers career workshops on a regular basis.

When the doctoral study was conducted, many Career Centers indicated that they were having a hard time coordinating with related programs such as Cooperative Education or the Placement Center as these services were often under different administrators, in different buildings and with different sources of funding. They also responded that there was no regular funding for the new technology that is essential for a Career Center (such as computers, web connections, web technicians). One of the major findings was that these centers are very organized to serve their campus but not well connected to the community. With the need to link to local One Stop Centers, many community college Career Centers are under staffed and spread thin.

Can we provide the necessary Support to help Special Populations be successful?

Additionally, if you read the Statewide Advisory Committee on Special Populations paper, you will be informed about the continuing inequity in special populations attaining "high skill" and 'high wage" professions. VTEA funds are supposed to be used to promote preparation for reducing such inequities and to promote preparation for non-traditional training and employment. It is especially difficult for special populations to obtain such training because their life situations often create barriers and often prevent such students from even being informed that such training is available. Career counseling access is an important intervention, but not always available because it is more time consuming to work with special populations For example, the Special Population paper emphasizes:
"The challenges to Latino access in education are rooted in both social/cultural and economic factors. The family is typically conservative and work-oriented. If the family is of limited financial means, the focus is on work. Language barriers may interfere with Latino children receiving the benefits of traditional outreach programs." Additionally, the extra counseling time necessary for low income African American and Latina females has been well researched. As one study indicated "low income African American and Latina females need extensive support for developing and implementing career plans. Many reside in economically depressed inner-cities where access to decent schools and opportunities for employment are severely limited. Thus they may lack academic skills and career-related experiences, and perceive narrow career opportunities for themselves, which combine to pose formidable obstacles to obtaining future jobs or careers" (De Leon, 1996).

Often counselors are not allocated sufficient time to do the "case management" that is necessary for these students.

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Patrick Ainsworth, Director, Career Development and Workforce Preparation Division National Career Development Guidelines by National Occupational Information Coordinating Council

Recommendations for Future Funding

- Continuation of leadership funds earmarked for the Career Development Advisory. Utilize their expertise to advise the Chancellor's Office on funding priorities for state leadership activities. This recommendation covers both # 3 and 6 on the Narrative and relates to all 5 priorities.

- Mandate collaboration between State Advisory Committees and specially funded collaboratives to coordinate professional development activities where instructional and non-instructional faculty can learn from each other. Workshops must be planned with input from multiple Advisories. It would be ideal for one employer from each State Advisory be assigned to one meeting/workshop (half day) per year of the Career Development Advisory to provide the "employer" input. They would either act as a "one time consultant" or as a speaker at a workshop. This recommendation covers #3, 5, 6 on the narrative and #3, 4, 5 on priorities

- Provide professional development opportunities for non-instructional and instructional faculty and career center staff. Often the non-faculty members responsible for delivering career related services have little access to training and professional development. Often Career Center Coordinators have little contact with others who have a similar job. One RFA example would be the Career Center Coordinators having a regularly scheduled statewide or regional meeting once a semester comparable to Matriculation Coordinators or Transfer Center Coordinators meetings. This recommendation covers #3 and 6 on the narrative and #2, 3, 4 and 5 on priorities.

- Strengthen partnerships between services and programs that provide career assistance, e.g. Career and Counseling Center, Job Placement, Cooperative Work Experience, Service Learning, School to Career Programs, Cal Works, Tech Prep, Extended Opportunity Programs and Services (EOP&S), Disabled Students Programs and Services (DSP&S), Workability Programs, Puente, English as a Second Language Program, and Non-credit Matriculation. Chancellor's Office Representatives to each of these programs could serve as a link. One example is a recommendation that an RFA be available for discipline specific collaboratives to be required to ensure that all curriculum design and model curriculum include (where possible) career development pathways, career ladders, and work-based learning strategies. Another example would be an RFA to create a conference that is jointly planned to include topics of interest to all these constituencies. This recommendation covers #3, 5 and 6 on the narrative and #3, 4 and5 on priorities.

- Integrate career development across the curriculum to become a standard. This recommendation covers #5 and 6 on the narrative and #2, 5 and 6 on priorities.

Curriculum Development and Improvement - recommend RFAs such as:

- Finance the collection, compilation, distribution of briefs on career development activities across the curriculum in California Community Colleges (otherwise known as Career Infusion into the Curriculum.)
- Create an Institute for Career Development and the Liberal Arts which would give technical assistance and allocate mini-grants to promote any of the following:
  1. Career infusion into the liberal arts subjects;
  2. Increase paid internships connected to classes;
  3. Teach faculty to incorporate more "problem-based" or project-based learning models using industry examples into their curriculum;
  4. Create a tutorial program using industry representatives to tutor students on the industry site;
  5. Expand access to occupational information on the web into course curriculum;
  6. Fund opportunities for career counselors to team teach in liberal arts classes as well as increase counselors being part of Learning Communities. (Santa Ana College and Puente are exemplary.)

2. **Professional Development**
   - Mandate collaboration between State Advisory Committees and specially funded collaboratives to coordinate professional development activities where instructional and non-instructional faculty can learn from each other. Workshops must be planned with input from multiple Advisories.
   - Provide professional development opportunities for non-instructional and instructional faculty and career center staff.
   - Encourage Job Shadowing funds for non-instructional faculty and instructional faculty.

3. **Student Support Structures**
   - Strengthen partnerships between services and programs that provide career assistance, e.g. Career and Counseling Center, Job Placement, Cooperative Work Experience, Service Learning, School to Career Programs, Cal Works, Tech Prep, Extended Opportunity Programs and Services (EOP&S), Disabled Students Programs and Services (DSP&S), Workability Programs, Puente, English as a Second Language Program, and Non-credit Matriculation. Chancellor's Office Representatives to each of these programs could serve as a link.
     1. One example is a recommendation that an RFA be available for discipline specific collaboratives to be required to ensure that all curriculum design and model curriculum include (where possible) career development pathways, career ladders, and work-based learning strategies.
     2. Another example would be an RFA to create a conference that is jointly planned to include topics of interest to all these constituencies.
   - Provide professional development opportunities for non-instructional and instructional faculty and career center staff. Often the non-faculty members

responsible for delivering career related services have little access to training and professional development. Often Career Center Coordinators have little contact with others who have a similar job.

1. One RFA example would be the Career Center Coordinators having a regularly scheduled statewide or regional meeting once a semester comparable to Matriculation Coordinators or Transfer Center Coordinators meetings.
2. Another RFA could provide counseling departments with money for substitutes while Counseling Faculty are getting training or professional development. Often Counseling Faculty are not able to get out of the office because the office needs coverage.

No More Plan B: Career Counseling with Visual and Performing Artists

Patricia S. Schwadron
Stacie N. Carroll

The Actors' Work Program
The Actors' Fund of America

Talent, training, and passion, hard work and even critical acclaim do not ensure financial security to the visual or performing artist. The goal of this presentation is to provide career counselors who work with artistic clients a framework for supporting the special needs and concerns of this important segment of society.

Career counselors who work with artists, whether young and starting out or mature and experienced, help their clients build career resiliency by addressing two key areas: 1) the project nature of artistic work, requiring entrepreneurial, financial planning and "juggling" skills; and 2) the impact of developmental stage, personality traits, and emotions on the individual's process of identifying and implementing strategies for long range career planning.

It's a Project Life

Because most artists work as independent contractors on a project-to-project basis, they must develop project management skills. They need to view themselves as their own primary business concern, requiring a business plan and a marketing plan. When working with an artist of any age, the counselor should determine a client's understanding of money matters. In our experience, it is not uncommon to learn from clients that they do not know how much they need to generate to meet their monthly financial obligations. Once this basic financial fact is computed, projects can be discussed and prioritized in terms of their potential for producing sufficient predictable income.

Further, many artists, especially those with introverted temperaments, fail to develop the necessary communications, networking and project development skills essential for marketing themselves and generating future work. Time management is another skill artists require to shape their days and prioritize their activities to meet their various goals. Career counselors serve a critical role in both coaching artists in developing these skills and in referring clients to appropriate resources to support best practices.

The emotional component to career planning for artists revolves around integrating all work the artist does into the individual's self-concept as a creative person. The question of how

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to make money when no one is casting you, buying your work or you're "between gigs" is an extension of the project management concept. Counselors can help to eradicate society's concept of "Plan B" - or what the client will do if artistic work "fails"- by supporting all options as parts of an ever evolving "Plan A". The career counselor's role here is to encourage exploration of the client's interests and values to pinpoint potential marketable skills and experience, which can be acquired coincidentally, on a parallel track, while the artist continues to pursue artistic project work.

Counseling the Young Performer

Young artists in conservatories, college, or starting out on their own differ vastly from mid-career artists in attitudes, perceived needs, and concerns about the future. Youthful idealism and passion often preclude practical considerations. By introducing a lifespan view of artistic career development, the young artist can start early in the game addressing strategies for financial security, while protecting their commitment to building their artistic career. Again, rather than projecting failure, and echoing a common parental refrain, by asking a young artist, "What is your backup plan?" the question should become: "How are you going to develop and use your skills and creativity to plan a meaningful life that will continue to support you as an artist?"

An important contribution career counselors can make to a young artist's process is providing links to more experienced artists, who have discovered career management solutions and are willing to share their "war stories", tactics and feelings. It is no secret that teaching faculty often do not provide artistic students with practical career advice. Worse, they may communicate strong biases against working at any job outside of the pure art. Further, they are often ignorant of resources available to new generations of performers.

Career counselors can also alert young artists to the need to monitor their own mental health and to seek counseling whenever emotions interfere with their ability to take positive action in caring for themselves and managing their careers. Career counselors should identify psychological counselors who understand artistic temperaments for referrals.

Beginning artists, especially those about to leave the academic environment, should also be encouraged to include an interesting volunteer commitment in their career plan. In addition to gaining "civilian" work experience, which can develop into paid sideline or support employment, the young artist thereby creates a social context and sense of making a contribution outside of the often narrow, stressful and competitive process of pursuing artistic goals.

Counseling the Mid-Career Artist

The mature visual or performing artist faces a broad array of challenges, which may also be viewed and addressed with respect to the project nature of artistic work as well as developmental, personal and emotional issues affecting individual career development strategies.

When working with a mid-career artist, it is helpful for the career counselor to perform a retrospective assessment of how the individual has, over many years, handled the episodic or project based nature of an artistic career. Specifically, has the person developed and utilized other skill sets to create income-producing experiences in addition to artistic endeavors? Has the individual developed and followed a generally viable financial plan to date? Has the artist developed networking and time management skills to meet specific goals? If the individual is addressing most of these questions for the first time, the career counselor has a critical prospective role in helping the person (1) identify and pursue appropriate sideline or parallel employment related skills, and (2) find venues to learn important life skills such as financial planning, time management, networking, etc.

Mid-career artists also tend to present a wider range of personal and emotional issues than do their younger counterparts. In our experience, many mature artists are grappling with a sense of loss and/or shame over not having met idealistic goals set forth at the outset of a career. At the same time, they are often dealing with emotionally and financially challenging realities such as supporting a family, caring for aging parents, experiencing the ageism of a youth oriented industry and culture, and coming to terms with their own mortality. The combination of failed expectations and anxiety provoking responsibilities can be quite immobilizing. In dealing with such issues, it is the career counselor's role to assist the individual in realizing the quixotic nature of youthful career goals, and clarifying the fact that few people are actually able to fulfill such unrealistic expectations. In addition, career counselors have a crucial role in helping mid-life artists in assessing how a lifetime of experiences (both within the arts and in other arenas) have resulted in a myriad of skills that are translatable to sideline, parallel, or secondary occupations. Another key role career counselors can play is in linking clients with other artists, who have succeeded in creating new solutions to their career issues and can share their emotional and practical experiences of redirecting their creative skills and energies. Finally, as with younger artists, when emotional issues make positive action difficult, career counselors should act as catalysts to accessing therapeutic resources within the community.

Suggested Resources

Maisel, Eric. (1994). *A Life in the Arts: Practical Guidance and Inspiration for Creative and Performing Artists.* New York: J. P. Tarcher.

Ormont, Ronda. (2001). *Career Solutions for Creative People: How to Balance Artistic Goals With Career Security.* New York: Allworth Press.

Soul WORKS: Finding Inner Resilience During Challenging and Uncertain Times

F. Gayle Shirley, MA, RScP

Introduction

In the post 9/11/01 and post-Enron world of unstable stock markets, diminishing employment opportunities, and the cloud of terrorism, both employed and unemployed individuals experience anxiety and apprehension about maintaining even the current standard of living into the next decade. Soul WORKS explores the connection between who we are, what we believe, what we do in the workplace, and how that relates to the larger world of corporations and economics. This paper discusses the theory that economic and political chaos is necessary for the evolution and transformation of our society from the Industrial Era to an "as-yet-undefined" sustainable system.

In times of uncertainty and non-equilibrium, individuals can no longer look to corporate and governmental organizations for direction, leadership and a sense of stability. A new crisis or scandal greets us daily on the front pages of our newspapers. Soul WORKS teaches the spiritual tools needed to develop inner resilience and survive in these uncertain and difficult times of transformation.

Negotiating the emotion-laden wake of job cuts or living with the survivor's guilt of the still employed is a daunting journey into the inner-world of who we are and what we believe. Soul WORKS facilitates the inner-journey and offers a different perspective that allows us to see ourselves as less victimized.

Soul WORKS is intended for employees who are having difficulty sorting through their frustrations at work, or feel uncertain about job security. The cognitive and spiritual tools of Soul WORKS can create hope by increasing inner resilience. Those experiencing burn-out or long for a greater connection and sense of meaning in their work can learn how to integrate the inner life of spirit and the outer life of work to rekindle a sense of meaning in their work. Counselors who work with clients in these situations can use the spiritual tools and the self-reflective exercises of Soul WORKS. Enhancing inner resilience contributes to a client's ability to be successful at any stage of career development.

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Soul WORKS

To foster a sense of hope and inner resilience on behalf of the job seeker and career-changing clients, Soul WORKS explores potential explanations for the pressure-cooker world we are experiencing. Frequently, when we can find meaning in our situation, the upheaval seems less personal and victimizing.

The first theory states that we are living in the confluence of two waves of societal change; moving from the Industrial Era to a yet-to-be defined social system. During the Industrial Era, the effective organizational structure was shaped like a pyramid. Most of the workers reside at the bottom or base of the organization. The Chief Executive Officer (CEO) and Board of Directors sit at the top directing the functions of the business. Information flows from top to bottom; precious little feedback filters its way up the channels to the top. Employees' tasks fit in to boxes called job descriptions, and company loyalty is expected and rewarded. Numerous middle managers are needed to oversee production on the front lines. The current economic, governmental, and social systems were designed to support the industrial enterprises of production. The bureaucratic education system was designed to produce the assembly line workers that companies need for the industrial age. The bureaucratic or pyramid organization produced a certain paradigm of work, job search and implied social contract between the employee and the employer.

The stable work world of the industrial era is caught in a clash of waves with the new-world order. In the movement from a national economy to the global economy, downsizings, mergers, bankruptcies, and corporate scandals litter the organizational landscape. The job employees are hired to perform may not be the job they end up doing. The line between home and work has blurred by the use of cell phones, fax machines, laptop computers and the internet. Personal reputation becomes more important than organizational affiliation as dot.coms and other high technology companies move from rising star to a pulsar in one generation.

Within the clash of waves, employees, job-seekers and organizations have a mind-set containing expectations from both waves. Should one be surprised that people are feeling hopeless, helpless and overwhelmed?

The second theory comes from Chris Bache, a professor at California Institute of Integral Studies in San Francisco. He states our country is going through a dark night of the collective soul. We are in a purification process of releasing the old ways of thinking, acting and feeling. We are letting go of what no longer serves us. The concept of ourselves as just physical beings separate from other forms of life is dying. The idea that an underlying collective consciousness unites our lives in a pattern of common cause is emerging. We are collectively dancing in the flames of transformation.

The third theory comes from an English philosopher and naturalist. Sir Laurens van der Post believes that the unease in the world is because we have no sense of meaning in our lives. Politically and spiritually, the whole world is in a state of crisis. We are experiencing a loss of Soul because we no longer "are." We have exchanged "having" for "being." Van der Post says we have lost our spiritual identity and our understanding of the interconnectedness of all life on earth. The age of leaders has come and gone. Every person must be their own leader now and contain the spirit of our time in our own lives and our own nature. We must bring back the "being."

No matter which school of thought you subscribe to, these are turbulent and chaotic times for those of us attempting to obtain and maintain employment. The goal of Soul WORKS is to learn spiritual tools to reframe our thinking. The intent is to grow spiritually and strengthen faith in whatever Divine Power you relate to as your source. We begin to look at our ability to work as being independent of outside economic or organizational structures. We develop inner resiliency that looks to a Divine Power- Allah, Buddha, God, Jehovah- as a source of prosperity, goodness and employment in life. Learn to use the Higher Power to ride the winds of change in job-seeking and job-keeping.

The five universal spiritual principles taught through Soul WORKS encourages a participant to reframe their thinking and develop inner resilience. The principles derive from Ageless Wisdom and are the golden threads woven through the fabric of most major religions and teachings of indigenous peoples.

The soul in Soul WORKS is based on the assumption that the soul, the deepest level of our being, is present at all times, even in the workplace. Soul is also about who we are at work, the relationships we form and our work itself. This workshop is about living an abundant life, being fully in the moment, and being aware of happening within and without simultaneously.

The WORKS is an acronym for the five metaphysical principles:

Words create our reality;
Oneness of all life;
Resilience comes from remaining nonresistant to life;
Kindness and forgiveness are essential to a good life;
Spiritual practice moves these ideas from the head to the heart.

Words Create Our Reality

Many schools of thought-psychology, quantum physics, economics, and religions such as Religious Science, Buddhism, Christianity, and Hindu-teach that thoughts create perceptions of reality. There are always many ways of perceiving our environment. Each of us gets to choose what we focus on as important. Our thoughts and deep-seated beliefs eventually reflect themselves in our experiences, our environment and the physical condition of our bodies.

In "Science of Mind," Ernest Holmes says, "What we outwardly are, and what we are to become, depends upon what we are thinking." Change your thinking and you change your life. We cannot live a choice-less life. Every day, every moment, every second, we make choices.

Most of our beliefs are products of past conditioning from family, teachers, television, and so on. When we finally understand that some of the beliefs we were taught as children are just not so; we can begin to examine what other beliefs we hold that are not correct. With new awareness comes the power to choose what we believe and feel about ourselves and our environment.

If a person chooses to look at himself as a victim, that is what he becomes. However, when he develops flexibility of mind, he can choose to see good in almost any situation. He can consciously change his thoughts and beliefs. There is a Divine Power in the universe that responds to thoughts, beliefs, and convictions. Changing thinking changes lives, both on the job and in the world around us.

Oneness of All Life

The idea of the oneness of all life is a central theme in many faith traditions. The One means God, Allah, Spirit, Mother Earth, Father Sky, Jehovah, or any other divine power one relates to as source. Within this one, we all live. Native American traditions teach that we are all connected, not only with a creator but, with all other beings.

"One life behind all that lives! One, one, one, one,...and never two. The unit of all life, to learn this is to know the secret of the ages," said Ernest Holmes in the *Science of Mind.* The Divine Power incorporates all possibilities and all opposites.

The inter-connectivity of all life gives rise to two more spiritual principles that, when applied on the job, help us form more satisfying and less stressful relationships. Firstly, the understanding that we are interconnected with all other people and the universe allows us to develop greater compassion for other people in our lives. The Dalai Lama says, "We see the underlying goodness in all human beings and develop a policy of kindness and a sense of commonality with all living creatures our lives."

Jesus said that, "Whatsoever ye would that men should do to you, do you even so to them." Oneness is the reason the "Golden Rule" works in our lives.

Many workers find stress relief by gossiping about co- workers. The Golden Rule applies in the workplace when we gossip; we invite other workers to gossip about us. Often, when a worker decides to give up gossiping, she/he finds they have nothing to say to anyone for weeks.

The second principle flowing from oneness is the law of giving and receiving or the law of Karma. What we cause to set in motion returns to us. As Jesus said, "Give and it shall be given unto you. As a man sows, so shall he reap." Behavior always bends back on itself. What you give to others, you get back for yourself. That applies to money, love, and even your thoughts. When we talk about things we do not want or like, we are focusing our attention on what we do not want and thereby creating it in our lives.

God, Allah or the Divine Power of your understanding is the source of prosperity and goodness in life. People have been conditioned into thinking the systems out there- the economy, the government, the organizations that employ us-create our prosperity and satisfaction in life. These systems are what humans have developed. And, humans have become slaves to their own creations. The Divine Power is the source for prosperity and goodness and can be accessed through prayer and meditation.

When one begins to examine their thoughts, self-limiting beliefs about money and prosperity often appear. As a person releases attachment to lack and poverty, the principle of Karma brings the right livelihood or employment opportunity into being.

To use the principle of Karma, we need to have gratitude for what we already have in our life. Give thanks for the job you have, even if is not entirely satisfying and that creates space for a better one to appear. What we give our attention to expands and grows. What we neglect diminishes. Focus on the satisfying part of your job, and those parts will grow.

In a larger context, the principle of oneness shows that individual self-interests are hinged to the interests of humanity because we are all part of the whole. One person can not be successful at the expense of another because his/her deeds come back full circle. Helping others is reciprocated in the long run.

Resilience Come From Remaining Nonresistant to Life

Every challenge, obstacle, and difficulty is an opportunity for deeper expansion and a closer contact with the Higher Power of your understanding. There is always a bigger picture than the human eye can see. In every crisis there is a blessing, a reason to be grateful. Often the search for the blessing is difficult, but always enlightening. Spirit is expressing through all beings. Difficult times can force people to drop their masks and defenses; thereby bringing them together. Challenging times help people understand that everyone is struggling on their own spiritual path.

When we find ourselves in an undesirable situation, that simply means we have something to learn. When we confidently open ourselves to what is occurring, life becomes easier. When we resist, we multiply our challenges. What we resist persists. When we accept life as it unfolds, we have more resilience. Energy is not spent resisting, denying, or trying to change life's lessons. The suffering that comes from resisting life's challenges is transformed. We are not swimming upstream anymore.

The workplace gives us daily opportunities to learn to live nonresistant to challenges. As Einstein said, "We can not solve a problem with the same consciousness that created it." Over and over the same problem comes up for review, until we quit resisting and adopt another point of view. We resist by attempting to reform others without reforming ourselves first. Many problems at work come from trying to force outcomes.

Resilience comes when we simply bear witness to our lives without fear or judgment, trusting that Higher Power has a greater outcome than we could ever imagine. Just trust life to unfold in God's perfect way.

Kindness

Eknath Eswaran, a Hindu teacher who has published 19 works on meditation, says that, "compassion, kindness, and forgiveness are the real essentials in life." These qualities are fundamental to living as a true human being. Being loving and kind actually improves physical health, reduces stress and increases inner resilience.

These qualities sound nice; but imagine responding with kindness after being criticized by a co-worker, becoming the brunt of a rude remark about gender, age or ethnicity, or being blamed for something that was not your responsibility. Actually, responding with kindness is a sound approach to life and is in our own self-interest. Fighting fire with fire can escalate the situation. A kindness response is more effective than sinking to a lower level with retaliation. Remaining calm can help the other person to calm down and brings him/her up to a more rational level. A healing or sympathetic word can heal a broken bond and keep from wrecking a relationship. When we allow ourselves to dislike or be unkind to someone, our peace of mind is shattered. Eswaran states, "We are bound to those we dislike and shackled to those we hate." Fight or flight is the usual response to conflict situations; but we can learn to face a situation calmly and with compassion.

Forgiveness is essential in maintaining kindness toward others. Jesus told us to forgive those who trespass against us. The process of forgiveness means releasing back to the other person responsibility for their actions, words, and deeds, and taking responsibility for our own. One releases the burden, hurt, and anger from the past *and* the expectation that the act or the other person must change. Forgiveness furthers our spiritual growth and turns anger into kindness, and compassion. Refusing to forgive is like taking poison hoping the other person will die.

Why is it so difficult to forgive those who we believe have wronged us? Withholding forgiveness can give us a feeling of power, a sense of getting even. We experience a flashback to the feelings of pain and confusion we experienced as children when the grown-ups in our lives wounded us. A common myth is that the other person must change or feel remorse before we can forgive. Forgiveness is a choice to accept people as an expression of God or a Higher Power. What people say and what they do is not who they are as within. Forgiveness acknowledges that each person is on a path of growth and evolution where each experience can be used to bring wholeness. Being willing to forgive is a decision to live in the present with an open heart.

Practicing kindness and forgiveness in our relationships, on and off the job, enhances inner resilience, builds relationships, and reduces anger in others.

Spiritual Practice

The spiritual principles behind Soul WORKS are not complicated or abstruse; but can be difficult to apply in the workplace. Maintaining a daily spiritual practice sheds light on how words and beliefs influence our lives; thereby giving us opportunity to change them. Spiritual practice includes: 1. meditation, 2. prayer, 3. spiritual journaling, 4. reading spiritual works, 5. mantras, 6. affirmations. During meditation, we quiet the mind and follow the thoughts to develop a disciplined and tame state of mind. When the mind is quiet, one can easily understand how our thoughts create our reality. A quiet mind can develop compassion, kindness, and forgiveness for others.

Eknath Eswasran recommends meditating on a piece of spiritual writing like the Prayer of St. Francis for one-half hour daily. In "Your Life Is Your Message," he assumes there is a divine presence within everyone. He states that "the Self lives within every one of us and can be discovered. The purpose of meditation is to make this supreme discovery, which will release into our lives a flood of love and energy, great wisdom and an unerring faculty for seeing into the heart of the problems which face the world today."

Having a daily spiritual practice moves the universal spiritual principles from the head to the heart and into daily life.

Summary and Conclusions

The global crisis we are experiencing results from either: a.) world leaders using paradigms and organizational structures grossly out dated, b.) a collective purification process releasing old ways of thinking or c.) the exchange of "having" for "being" and losing our collective Soul. Whatever the reason, getting and keeping employment can be a vicious circle.

Surviving during challenging times requires developing inner resilience and having faith in a Higher Power as the source of prosperity and goodness in life. Soul WORKS teaches five universal spiritual principles that lead to inner resilience and greater peace of mind in any state of career development.

This paper covers only conceptual aspects of the Soul WORKS principles. The six reflective exercises in the workshop take the concepts and apply them to real experiences in the work world. In the words of a former participant, "I feel my spiritual growth to be 20 feet tall. It was about 2 feet tall when I got her today." There is no substitute for experience. Daily spiritual practice takes what is in the mind and moves it to the heart where we can start living with inner resilience and faith.

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The Image of Success: A Dozen Tips for Building Visibility and Credibility

Carrie Straub, MBA, CHRD

Who is the TARGET AUDIENCE for building and sustaining a positive image?

Nearly anyone who is offering themselves for employment, creating a business or desires a personal 'definition' to represent them. Career changers, job seekers, new graduates, nerds and dweebs, anyone whose image is holding them back from the success they'd like to achieve, or who wants to 'fit' in a certain segment or niche. Observing and defining the signals that comprise 'image'; reading and interpreting the signals – those are the solid skills of image building.

Objectives

The objectives of this paper are:

1. To present tips that will help you project the professional image you want consistently and confidently;
2. To identify and eliminate the credibility robbers in your voice and body language;
3. To outline ways that personal values affect the your image;
4. To describe steps for building or improving your professional image.

Tips for Building Image

Here are a dozen tips for building your image. You may think these are self-evident, don't apply to you, or aren't relevant to image. Think again. They are the issues that come up time after time in situations where individuals are struggling for recognition of their promotability, working to increase their positive interactions or working to become admired for their personal capability.

Tip 1: Define The Image You Want & What You Already Have

- *The Essence Of Image* - The very least you need to know about your professional image is NOT "dress for success". Image is the most powerful tool for creating success — but only if you know how to make it work for you. Image is comprised of many elements. Aspects of image include the filters of perception, confidence signals, "lack-of-confidence" signals and the strategic use of language. You have it in your power to do a lot to build your credibility and visibility.

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When asked, many people assign their image to the perception of 'others' which makes them vulnerable to criticism and creates a no-win for them. Deciding what you want others to believe about you is crucial to your image. Only then can you build the elements that communicate those beliefs to others.

- *Importance Of Image* - Your image, the way you present yourself to the world, plays an important role in everything you do: in your relationship with others or your success at work. At work, your image can help you attain your goals or hold you back in spite of hard work and competence. Your image is the impression you make on customers, co-workers, and bosses. Is yours helping or hurting?
- *A Handy Dandy Image Assessment Inventory* – This inventory considers the general indicators used (mostly unconsciously) as yardsticks to measure or filter perception of the influence, acceptability (and even possible worth) and power projected.

Do You:

- have a personal commercial?
- have a personal business card?
- plan difficult communications?
- have 2-3 conversation starter questions?
- take the initiative to start conversations?
- make connections in and outside your job?
- have a professional group affiliation?
- meet someone new every week?
- tell people about your career goals?
- take classes or workshops to prepare for your future?
- know how to defuse anger and use conflict as a productive strategy?
- know your strengths and weaknesses?
- have at least 3 affirmations that you use to keep you moving forward?
- spend more time talking about the future than the past?
- have a career plan?
- affirm and praise others?
- use your voice to enhance your image?
- know the unwritten rules in your workplace?

Tip 2: Know What Makes A Negative Impression

Visualize and develop a description of the accepted image for your lifestyle, workplace or industry.

What specific types of clothing are appropriate? Are there any styles that automatically separate one classification of employees from another? In your opinion, what is the level of importance of conforming to this image?

- Be objective
- No criticism, just observation

What is written *and* what is "unwritten" – often the unwritten 'rules' are the real image benders.

Communication is not just words; communication patterns, inflections and even the style of expressing an idea all contribute to image. Observe your verbal communication patterns. Do they include negatives or positives such as the examples listed below?

Negative Expression	*Proactive/Positive*
I have a problem	This is the challenge/The issue is…
I hate my job	I could use new challenges/new perspective
She's got a real attitude	She could be more helpful
I can't do that	I haven't learned how to do that yet
I can't afford	I have other priorities/I choose to..
I'm so tired	I need to recharge my outlook
What nut thought of this?	Help me understand.....
Should, Can't, Yes, but...	Could, Can, Yes, and...
Always, Never, Constantly	Sometimes, At times
You need to ….	Here's a possibility ….

Tip 3: Fit Your Image To Your Values

Importance Of Values Fit – An image is very difficult to maintain if it doesn't fit the basic values that support your life and views. As you decide what your basic values are, and the image that will be successful in a given situation, you may find that the work environment, industry or organization culture aren't congruent. It is at this point that individuals find themselves struggling with rebellion. "Why should I be penalized for wearing a nose ring, I really like wearing a blue pin-striped suit, I will not be tied to a time clock!"

The good news: lots more acceptance of personal beliefs. The bad news: some situations will hold the lack of conformance against you. You will be stereotyped or left off the list when those decisions are made that affect your promotion, credibility, or acceptance of your ideas.

Make the adjustments you can live with and live where the fewest compromises are necessary. There *are* choices; options abound – they only need to be explored.

Tips 4 - 10: Six Quick Ways To Improve Your Confidence Image

4. **Use Confidence Signals to Manage Your Message** - Attitude *is* a message and confidence is an attitude. Showing you are confident and open is a crucial element of a professional image.
5. Confidence signals are made up of non-verbal messages that we've learned to interpret as having specific meanings. Some confidence signals are highly cultural-ized. Both in general society and specific expectations from those in 'power'. Like it or not, gangs, teens, and alternative cultures have their own confidence signals. This paper is targeting our general business arena. The others are very real as well.
6. **Eye Contact** – in our Western culture, we give a lot of credibility to eye contact. Even as a child, you were probably told "Look me in the eye and say you didn't hit your sister!" Many cultures consider eye contact as invasive or insulting. In fact, in the animal kingdom, downcast eyes mean submission to a stronger or more dominant animal.
7. **Hand Shake** – This is a business greeting that is more critical that we realize. Learn to shake hands the proper way. Socially, a woman is the first to offer her hand. In today's business world, either gender can initiate a handshake. Practice 'til you feel comfortable. Non-traditional handshakes (high-fives, etc.) are better reserved for situations where they are the norm.
8. **Posture** – slouching, shifting or ambling suggest you are insecure or don't care. Standing up straight with shoulders back (relaxed, not stiff as a tin soldier – which is usually interpreted as

tense or military) will promote your confident attitude. One other important benefit is that this posture increases lung capacity and allows you to speak and breathe more easily, a big benefit if you are a bit nervous.

9. **Gestures** – Tentative gestures, hand-wringing, picking at or straightening clothing all suggest you're nervous or insecure. Using the forefinger to point for emphasis comes across as scolding, while a flat open hand is a confident emphatic gesture.
10. **Energy, credibility** - Take a look at the people around you, in your office and work setting. Who looks energetic? Who doesn't? How does what they are wearing (and how they wear it) send a signal of their professionalism? Who looks more credible? What confidence signals give you those impressions?

Tip 11: Tips For Identifying Liabilities

Interview about half a dozen people — friends, family, co-workers, former bosses — people who know you well and care about you. I've sometimes said the opposite of dishonesty isn't honesty... it's brutal honesty. We are not looking for brutal here. We're looking for people who have your best interests at heart as well as those who will be candid.

Ask your carefully selected subjects three questions:

What do you think my greatest strengths are when I communicate with others?

What do you think my greatest weaknesses are?

What single gesture or habit betrays me and makes me seem unconfident?

Listen to the answers. Do not argue with them, simply record and digest them. You may ask what their reasoning is, or what they base the opinion on, but you may not differ with them, even those you don't agree about. If you recognize a 'trend' – start your action plan there.

Tip 12: Figure Out What You Will Give Up (Or Add)

Maybe it's Trendy Talk or Jargon…

Remember "egregious"? That term was popular a few years ago, after "hopefully" (literally: "in a hopeful manner" entered common parlance. Every reporter, politician, or other intellectual used it as though they learned "egregious" in kindergarten. Once a prominent person uses an unusual word or phrase, it seems that everyone rushes to learn and use it. Jargon is a key way of showing you are 'in the know'. It can add to your image or it can make you seem arrogant or uncommunicative. Here are some phrases, terms, and slang that have also been overused. What do they contribute or detract from the speaker's image?

"24/7 " as in, "Our tech support is accessible 24/7."
Plain talk: "We can answer your technical questions any day of the week, day or night."

"Ohnosecond" as in "After I did it, not an ohnosecond passed before I knew I'd screwed up."
Plain talk: "I knew almost immediately that I had made a mistake."

"Over the top" as in "He stalled the project — went over the top on his analysis-paralysis."

Plain talk: "He gave too much attention to analyzing and not enough to making a quick decision."

It's not necessary to speak in a grammatically correct manner *all* the time. Doing so, however, can contribute to clear communication, so long as you are not so pedantic as to alienate others. You don't want your listeners to think that you are, as they say these days, moribund. The overuse of the words and phrases in this compendium may show you as "with it," but the continued practice could be viewed as "particularly egregious" indeed. If you think an extra few seconds, you can almost always think of ways to speak plainly. Your messages will be clearer, and your substance will be more apparent than your trendi-ness.

Our spoken language changes from moment to moment, yet a clear down-to-earth speaking style is a crucial element of image. Consider the impact. Start by listening to yourself on your voice mail messages.

Or, Change the Way You Make An Impression …

The first items on the image inventory are there (and first) for a good reason. First impressions count – and they may be very hard to dispel once made. Improve your image by using three minimal-effort strategies.

Create A Personal Commercial

I am __________________, the_______________at____________________. I am recognized for my ability to

____.

Your personal commercial should be completed in about 30 seconds. It should provide your listener with a sense of who you are and what makes you stand out in a crowd. It may also include your affiliation to the organization/place or why you are seeking another job.

Create a Personal Business Card

Your personal business card has the same purpose as a regular business card:

- identifies who you are and how to contact you away from your job;
- differentiates *you* from your job or business, beyond the title image at work;
- makes an impression of professionalism and confidence.

Create an Impression of "Knowing How"

- Introducing people: get a business etiquette book and practice!
- Sitting down: not plop or flop, the non-verbals of seated posture are crucial.
- Accepting compliments: devaluing the giver's opinion or saying "Thanks"?
- Praising others: being generous with *real* praise is a major image-builder.
- Phoning, using voice mail: develop these skills for a better image with those you never meet face-to-face.

Extra! Extra! Tip 13: Develop Your Image Action Plan

- Make It Happen: State Your Goals - Specifically
- Write Them Down And Your Reason For Wanting Them
- Determine What Will Hold You Back
- Get Some Support – Even The 'Little Red Hen' Asked For Help
- Keep a Success Calendar – What Gets Noticed Gets Done.

Family Matters: Influences of the Family in Career Decision Making

Robert C. Chope, PhD

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Introduction

Last year, I published a paper advocating that career counselors take into account the different influences of the family of origin on the career decision making process. To enable counselors to do this, I established two new protocols (Chope, 2001).

Building on that work, the purpose of this presentation is three fold. First, it is to add further legitimacy to the growing number of career counselors who wish to engage clients in an in-depth exploration of their family's influence on their career choice. Until recently, information about the influence of the family of origin on career decision making has not had much impact in the career development literature or career counseling technique.

The second purpose is to suggest a strategy for career counselors to organize data on the different influences of the family of origin on the career decision making process. Utilizing this approach, counselors can deepen their clients' career counseling and life planning process by understanding the many ways that family background, upbringing, support, and conflict affect career decision making. With appropriate guidance, clients can engage family members more frequently as supportive partners in the career counseling process.

The third purpose is to provide useful illustrations demonstrating the importance of family influence in career decision making.

While career counseling is clearly neither personal counseling nor family therapy, it is heavily intertwined with information that is frequently deeply personal and connected, developmentally, to family influence. Dr. Rachel Naomi Remen (1996) spoke to this noting that in two generations of her grandfather's children there are three nurses and nine physicians; as a little girl she thought that "you became an adult and a doctor as part of the same process." More recently, Mary Jacobsen (2000) showed how the dreams of parents, often unattained dreams, shape the career choices of their offspring.

Career counselors tend to short-circuit information about their clients' families. And, perhaps worse, the clients frequently recollected, tortured memories of the predominance their parents, or other family members, had on their career planning process are often glossed over or dismissed in the career counseling process. This attitude may be due, in part, to the lack of an established standard for counselors to follow in assessing the role of the family in the process. But it is also a reflection of the meager training career counselors receive in intertwining family issues with career issues. Moreover, many interns in career centers report that they aren't

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"allowed" to discuss personal or family issues in their career counseling process.

This presentation moves toward creating a more intensified focus on the process of gathering information on pertinent family matters.

Earlier Attempts At Recognizing Family Influence

Over the years, career researchers have suggested that the influence of the family on career and life planning be given more recognition. As I described earlier (Chope, 2001), Ann Roe (1957) was among the first career theorists to study the role of the family in career decision making focusing, with mixed results, on child rearing determinants of career choice. But I pointed out that it was the "attachment theory" of Bowlby (1982), drawn from family systems theory, that gave career counselors more license to explore the influence of family members in career and life planning. Bratcher (1982) also added perspective to this theme noting that a family's myths, rules and boundaries are among the most influential systemic issues likely to affect one's career. Ulrich and Dunne (1986) further suggested that career change be understood in the context of family dynamics.

Quite clearly, most of us are aware that rigid family rules and traditions about money, prestige, service and success can prevent any of us from taking risks and trying new experiences. My colleagues in college career settings report that "family values" like religion or running the family's business may be among the most important variables to be considered when young people make decisions about career choice.

Most of us know that certain family attitudes and values can adversely affect the career decision making process. Take career indecision, for example. I have written (Chope, 2000) that career indecision is often the result of individuals not receiving much support for the choices that they made in earlier development. Young people who were neglected, reprimanded, physically or emotionally abused, or scoffed at had terrible difficulties when they had to make important life decisions. Their unfortunate histories of criticism led to extraordinary anxiety in developing a life purpose.

In college career centers, counselors report how emotionally demanding it is for students to take majors that are in conflict with the expectations of their parents. How many times have we have heard how art students disappointed their parents by not going into business? Family members sometimes criticize even graduate students in career counseling for entering an occupation that may neither have adequate professional prestige or remuneration.

Family influence can also impact older adults. A number of clients in career transition have reported significant depression due to the fact that their parents hadn't really ever approved of their career choice.

We Need A New Technique

Even though a number of authors have suggested the incorporation of family influence into the career counseling process, their influence has been limited because they did not add any new counseling techniques in this area. No protocol existed to make the information gathering and utilization process an easy one.

The career genogram (Okiishi, 1987) was an early remedy for this dilemma and career counselors were given a well defined technique that could be easily used to understand the influence of the immediate or even extended family. The genogram also allowed for the exploration of current as well as historical, multigenerational career development patterns. The roles, behaviors, and attitudes of family members along with unfulfilled goals that specific family members had could be discussed with this tool.

The genogram allowed for the study of patterns of success or the lack thereof across generations. Successful and the unsuccessful family members as role models could be considered and discussed. Family patterns of educators, social workers, doctors, lawyers, police officers, and small business owners could be easily identified, along with the institutional pressures of not measuring up to certain family standards.

With a genogram in front of them, career counselors could develop new clinical perspectives and ask new questions.

But Today's Families Are Really Quite Complex

Just as we are beginning to aggressively incorporate the family into career counseling, we are undergoing revolutionary changes in the structure of the family. Traditional patterns of work and family don't fit into some of the current patterns of career choice, easily studied in the genogram. Increases in the number of two-earner families, as well as gay, lesbian, bisexual, and transgender families illustrate the point. Domestic partnerships are being legalized, however slowly. Single adults are raising children in record numbers. Grandparents have become primary providers in numerous urban settings. And, more than a few parents are raising children in their second and third marriage or relationship.

The traditional family, with delineated roles of provider and nurturer is difficult to find, making it more important than ever for counselors to attend to early childhood and adolescent experiences to understand the variables that influence decision making. The National Career Development Association now recommends a greater use of family stories to talk about the unfolding of career choices.

The workplace is also changing. There is an immense amount of instability in the workplace. Dot coms have recently become dot bombs and turned into dot compost. The concept of career is in jeopardy as portfolio careers and project driven work are becoming commonplace.

So What New Technique Can Aid Career Counselors?

Using variables from my own professional experience, I've offered the following two new protocols for counselors to use in gathering information about the impact of the family on career decision making. They are framed using the first two categories of Phillips, et al., (2001): actions of people who want to be involved in the client's process, even if they are not asked and recruitment of people the client wants to ask to help.

Within the two protocols, there are nine separate variables for inquiry by the counselor. Conceivably all nine variables could be put into each protocol. However, to be consistent with the research of Phillips, et al, (2001) and for the purposes of this presentation, I have put four into protocol one and five into protocol two. The protocols are new and deserve some refinement since they are a work in progress. But they represent a new strategy for understanding and organizing data on the influence of the family in career decision making.

PROTOCOL I: Actions of family members who want to be involved in the client's career decision making process even if they are not asked.

It's a truism that family members do become involved in the career develop process of others even when they're not asked. Career counselors ought to probe about the kind of unsolicited involvement that the family offered. That's probably a place where pressure was placed on the client about family rules of order and tradition.

The first protocol can be framed with the following.

1. Emotional support. You might ask questions like these. How certain were you that you would be given emotional support, no matter what you chose to do? Did the family take a "hands off" but supportive approach to you when you were deciding upon a college, college major, or career path? Or did the ears of the family perk up when you indicated your were going to follow a prestigious path? Answers to these types of questions give information about the level of support and involvement that family members had in the process. Sometimes clients report, "My parents just wanted me to be happy." But was that emotional support or pressure?

It's conceivable that the family chose not to be involved because they were uninterested in the career pursuits of their children or had preconceived limitations of what their children would amount to. This needs to be uncovered by the counselor. I recently worked with a brilliant clinical laboratory technologist who didn't receive her degree and training until after she was 40. She had been a phlebotomist. No one in her family had attended college and her family wanted her to go to work right after high school graduation. She was currently seeing me because she was confronting her family's career belief, nicely inculcated in her, that she could never be promoted into a professional position. She was up for a promotion and didn't want to make a debacle of the interview.

Counselors should know whether the family gave their clients unconditional emotional support, suggesting that they pursue whatever they want. Some clients are given strong emotional reassurance that the family believes in their capacity to achieve. It's important for the counselor to be aware of the fact that the client had others believe in them, a foundation of their self esteem.

Counselors should know if the family that they were never going to be able to get what they wanted gave their clients a message. Did the family criticize the client especially when an opinion was uncalled for? Were the clients told that they weren't going to amount to very much? I often wonder how many bright, creative visionaries, never pursued their dreams because of emotional criticism from the family.

2. Career information. What kind of career related information did the family provide? Did the family help the client generate all different kinds of possibilities and new experiences? What alternatives did the family suggest regarding schools, training or careers?

It's always interesting for college and high school advisors to watch family members at a high school, college information and advising night. Frequently, the family will try to steer their offspring toward those people, schools or situations that they feel are the best for their child. The projected fantasies of the family often outweigh their information base. Career counselors should determine whether there was any "forced guidance", opinions given without the consideration of the client's thoughts or ideas.

Counselors should also be aware of the family's impressions of particular roles of men and women played in the workforce. How did this affect the client? Men who choose to be paralegals or nurses frequently embarrass some traditional parents because they perceive these roles as work for women.

Finally, what information came from family tradition? Did the family ensure that only particular schools or career paths would be followed because that reflected positively upon the status of the family. I've had many clients who came from small and medium sized family businesses who did not want to pursue these endeavors. Yet the family hammered them with evidence that involvement in the business would be economically prudent as well as beneficial for the family.

3. Tangible support. Counselors should know about the nature of unsolicited tangible assistance like housing, transportation and financial support that the family provided. Did this support carry any ultimatums? That is, were the clients given support, unsolicited as it were, but the family expected some decisions that were consistent with the family's roles and values. I've had many clients tell me that their parents made an unsolicited offer to pay for graduate school as long as the client went to the graduate school or program of their parent's choice. Further, the counselor should be aware of the emphasis the family placed upon the role of money in life and culture?

4. Redirection. Did the family attempt to persuade a student or job seeker away from a particular plan? Sometimes this can be seen as self-serving in the family. For example, a business owner who wants a child to enter business school may resent the fact that the child wishes to pursue film making. An Asian client of mine had to make the rugged choice of not obeying her parents by pursuing a degree in art when the family wanted her to major in accounting. She felt that her education was living of a lie. She eventually received her degree in art, but she enrolled in and failed first year accounting two times.

PROTOCOL II: Recruitment of family members the client wants to ask to help.

Career counselors also need to be sensitive to the manner in which the family responded when the client asked for assistance. Certainly this can sometimes be for self serving reasons. Too, it can be due to the client having a history of never making any decision independently. Some clients don't have experience making a decision alone so, accordingly, they refuse to. But clients usually have good reasons to recruit other family members for advice.

The second protocol can be framed with the following:

1. Fear of making a poor choice. Some clients are terrified of making a bad decision. They may especially fear making a mistake in a work world that's marked with so much turmoil. Company layoffs currently abound. Accordingly, they will usher in the family to develop another perspective on the their career path, to serve as a safety net. Many believe, often wrongly, that with the family's perspective they could make better predictions. Clients may seek familial advice because they are afraid of bringing shame upon the family for a career choice that is inconsistent with the family's culture.

In my experience, using the family in this way may be a reflection of the client's own self doubt. Clients are often afraid of pursuing their own uniqueness and thus will take a safer path generated by the family. In addition, they have some tendency to compare themselves to others and need the family to help them to believe that they will measure up in a competitive job world.

On another issue the family perspective may be enormously helpful. These are the times when issues of culture and diversity can be explored. Some family members who have suffered the humiliation of discrimination and prejudice may be called upon to give a perspective on how to confront these issues today.

2. Impact of the choice on the family. Some clients want input from their families in order to consider the ramifications that their choice will have for all of the other members of the family. This can lead to harmony in the family. But it can also lead to self-talk, years later that had the client not always looked out for the family, he or she may have had a more satisfying career path.

I worked with a surgical resident recently who said that his parents always wanted him to be a doctor and would have been heartbroken if he had chosen another path. But his younger brother and sister resented his receiving so much attention and family resources. The brother and sister felt cheated that they had to do without so that their older brother could finish medical school. The irony is that my client was considering leaving the practice of medicine.

This case illustrates two points. First it shows that clients can surely explore the nature of the balance between work and family in their own microcosm. As a child goes to a college or community college or vocational technical school, he or she may find that family resources are diminished. The clients quickly learn the value of keeping a balance. These are times where the client can reflect on the contribution that he or she made to supporting themselves and the family in the educational and future career development process.

The case also shows how clients with siblings may choose to discuss issues of birth order. The surgical resident perceived the family very differently than his siblings. Quite clearly, depending upon where the client places in the birth order, there may be very different experiences of fairness. In contrast to the above, a first child who attended college when the family had fewer resources may feel cheated when compared to younger siblings who weren't asked to contribute as much to their educational and career related costs.

3. Family history. All careers are stories and pretty good ones at that. Using the genogram as a resource, I've found it very useful to have clients give me anecdotal information about their parents and grandparents, particularly those who they asked to help. I also like to know what role models existed in the family for the client and whether these were helpful. Awareness of the family history can assist a client in being more flexible, more willing to take different career and educational risks, as the client learns about the different personalities in the family gene line.

There are many places where the family can be very useful in garnering up biographical data about the client as a child and sharing that information. Parents as well as siblings, cousins, aunts, and uncles can play a role in this. It may be useful for the client to seek information from a parent when reflecting on particularly momentous occasions such as being taken to work by a parent on National Sons or Daughters Go to Work Day.

Families of origin and extended families that have spent an enormous amount of time together can give a rich perspective to a client's particular strengths and weaknesses. In making a career choice, bouncing ideas off different family members sharing a common ancestry gives an uncanny, genetic view of what people have experienced in the shadows of the client. Family ideology and the different role models in the family can be explored at this point.

4. Considering alternatives. The family may be useful to the client in weighing alternatives. The client should be able to rely on the trustworthy remarks of another family member. The client can also feel safe in asking specific questions for the purpose of guidance. Family discussions are really beginning models of the networking process.

When the client asks the family to consider an alternative, the client is using the family as a type of personal mirror or "sounding board". This family networking process adds to the social integration of the client and can be a model for how he or she can do this with none family members.

Family members who know the client can help with deciding certain issues like whether a portfolio career might be more appropriate than a single full time job. The decision making stories and examples of other family members who have had these alternative choices can be very useful.

Be aware, however, that the recruitment of people and their perspectives can lead to problems. The client may not be able to assume that support will be available for certain decisions. And as said earlier, some clients may find that it is difficult to ask for support when they are pursuing a path that the family doesn't necessarily agree upon. This may lead to anger, negativity, and a feeling of non-support from the family.

5. Added disruptions. Clients should find out what types of disruptions affected the career development of their parents. They may also want to find out if they had any childhood disruptions that affected their own career development. Disruptions that occur when there is a life style change due to job loss or job enhancement ought to be addressed. Disruptions in the family due to separation or geographical moves can affect how children perceive work. Disruptions can also influence what clients remember about their childhood learning. I've counseled many children of military personnel who uprooted themselves a number of times during their childhood and regret that they never seemed to develop close friends. They say that their memories of early elementary education are often lost.

So Where Can The Family Help The Most In The Future?

There are a variety of places that the family can assist the client in the career decision making process.

First and foremost, the family can listen more and judge less. The family can also help by becoming less focused upon traditional measures of what it means to be successful in the workplace. They can help the client to define success with respect to what seems to matter most to the client as long as the client is acting responsibly.

Second, where appropriate, the family can also support risk taking and new ventures as the client explores alternative career paths. Knowing the past history and career stories of the family, there should be support for pursuing new and uncharted paths. The family might support greater creativity and imagination and get the client to think out of and beyond the box.

Modern society is filled with so much new information that the work world hardly resembles the world that the family knew even a generation ago. In less than a year there's now more information available than was available in a lifetime to the grandparents of many of today's college students. Supportive family members will help to impart new information to clients, material that the client may be oblivious to.

A supportive family will teach the possibility of forging new connections and networks. Drawing from Bowlby, those clients who have developed a sense of connectedness and partnerships through family networking are in a better position to develop stronger social connections and potential employment networks. The family, by example, assists with this and can work to maintain new and developing relationships to help the children.

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Darrell W. Gurney, *Certified Personnel Consultant (CPC), Certified Job & Career Transition Coach (JCTC), Certified Career Management Coach (CCMC), and Licensed Spiritual Counselor (RScP), is a 15-year recruiting veteran and career advisor, supporting job-seeking professionals at all levels through profitable transitions. A Summa Cum Laude graduate of the University of Texas with degrees in Finance and International Business, Darrell consulted with a career-coaching firm at the age of 24 and, utilizing the backdoor job search method, met with 7 CFOs of the top Hollywood entertainment studios, landing an international financial position with MGM/United Artists Pictures. Based in Los Angeles, he is the author of* Headhunters Revealed! Career Secrets for Choosing *and* Using Professional Recruiters, *2001 Clarion Award winner for Best Book by the Association for Women in Communications (more information available at www.HeadhuntersRevealed.com).*

Helen Harkness, PhD, *a former college teacher and administrator, founded Career Design Associates, Inc. in the Dallas/Fort Worth Metroplex in 1976. She provides the information, strategies, and resources for adults to change and/or enhance their careers. She is author of "Don't Stop the Career Clock: Rejecting the Myths of Aging for a New Way to Work in the 21st Century", The Career Chase: Taking Creative Control in a Chaotic Age" published by Davies Black, and her current work, "Capitalizing on Chaos in an Uncertain Age."*

Elisabeth Harney *is the co-author of the highly acclaimed book "No One Is Unemployable: Creative Solutions for Overcoming Barriers to Employment" and the WorkNet Model of Career Development for People with Extreme Barriers to Employment. She holds degrees in Global Studies, English and Spanish from Azusa Pacific University. She has dedicated the last decade to helping people with extreme barriers not only get and keep "a job" but to begin and advance in careers they love that lead to self-sufficiency. As Vice President and an International Trainer for WorkNet, she is a leader in bringing Career Development to people often considered "unemployable" across the globe. She is tenaciously hopeful and ruthlessly practical in all she does.*

Mary Jacobsen *has a private career coaching and psychotherapy practice in Arlington, MA. She is the author of "Hand-Me-Down Dreams: How Families Influence Our Career Paths." She has a BA from the College of William and Mary, a PhD in Literature from the State University of New York at Buffalo, and a MSW from Boston University.*

Suzie Jary, MSW, CSW, *is Client Services Consultant for Career Transition For Dancers. She has over eight years of career counseling experience with artists. In private practice and an adjunct instructor at LaGuardia Community College in NY, she is a former Broadway dancer.*

Rita Jones *is the Co-chair of the California Statewide Career Development Advisory for the Chancellor's office. She has a Master's degree in Educational Counseling and teaches Career planning classes at Orange Coast College in Costa Mesa, California.*

Anahita Kadkhoda *has over 10 years experience in the field of Counselling and has a Masters degree specializing in Career Counselling. She has assisted high school, college and university students, professional workers, women in transition, immigrants, refugees, and forest workers with their career development and job search process. Currently, she works as a career counsellor at YWCA Career Services in the Professional Workers Program. She is an active member of several associations including the Foreign Trained Immigrant Professional (FTIP) Focus Committee, Vancouver Community College Advisory Board and Association of Job Search Trainers (AJST).*

Tami Krichiver, MA, *graduated with a Bachelor's degree in psychological services from Northwestern University and earned a Master's Degree in Counseling Psychology at the University of Denver. Tami is certified in administering and interpreting career-related assessments.*

Richard "Dick" Knowdell, *a National Certified Career Counselor, is the president of Career Research & Testing, Inc and the founder of the Career Planning and Adult Development Network. He has authored several career development books and career assessment instruments and is a frequent speaker at professional association meetings.*

Barbara Laporte's *professional history includes over twenty years of employee development work in both the private and public sectors. She earned her Masters degree in Human Development from St. Mary's University in Minnesota, and her concentration within that program was Career / Life Transition Counseling for mid-life adults. Barbara is currently a Lifework Consultant at the University of Minnesota's Career and Lifework Center.*

Richard J. Leider *is the founding principal of The Inventure Group, a Minneapolis based training and coaching firm. A Master Certified Career Counselor, Richard is a highly respected author, speaker and a pioneer in the field of career coaching. Richard is the author or co-author of five books including* The Power of Purpose, Repacking Your Bags, *and* Whistle While You Work.

Carl Martellino *is the Director of Career Development at Pomona College. He has worked as an Assistant Director and Career Counselor at the Parker MBA Career Management Center at The Anderson School at UCLA and as a Career Counselor at the UCLA Career Center. Carl has held a stockbroker's license for over 15 years. Carl received a BA in Psychology with a Business and Administration emphasis and an MA in Educational Psychology from UCLA. He has completed the Attorney Assistant Training Program and a wide range of courses in real estate and financial planning through UCLA Extension.*

Susan W. Miller, MA, *ia a National Certified Career Counselor (NCCC) a Certified Vocational Evaluator (CVE), and holds Diplomate status on The American Board of Vocational Experts. She has conducted a private career counseling practice in Los Angeles for over 20 years. Her company is called California Career Services. Susan has worked as a vocational expert on over 1200 divorce and wrongful termination cases. She is also the career counselor for the Los Angeles Times Web site. Susan received her Master's Degree in Counseling Psychology from University of California, Berkeley.*

Catherine Mossop, FCMC, *was recently honoured with Fellow of the Institute of Certified Management Consultants of Canada for her contributions to the field as well as to the community. Catherine also holds the designation of Fellow of the International Association of Career Management Professionals. She owns and operates Mossop Cornelissen Consultants Inc. in Toronto Ontario, Canada, and specializes in Career Transition, Succession Planning and Competency Development.*

Marty Nemko, PhD, *is the author of* Cool Careers for Dummies, *and is a career and education consultant in private practice. He has his PhD in educational psychology from the University of California, Berkeley. His column appears on Monster.com and in the San Francisco Chronicle. 200 of his articles are available free on his website: www.martynemko.com.*

Lisa Raufman, PhD, *is currently Coordinator of the El Camino College Career Center. She is a past Dean of Counseling and past chair of the California Community College Chancellor's Office Statewide Career Development Advisory. Dr. Raufman is a co-author of* The Career Fitness Program, Exercising Your Options. *Her doctoral degree is from the University of California at Los Angeles in Higher Education, Work and Adult Development. She has been a community college career counselor since 1975. She can be reached by email at: lraufman@elcamino.edu*

Patricia Schwadron, *known as Patch, received her career counseling training at California State University Northridge and as an associate of Susan W. Miller, MA, for 8 years with Ms. Miller's California Career Services in Los Angeles. Before joining The Actors' Work Program in New York three years ago, Patch worked as a career counselor at St. John's University in Queens, NY. Patch is also affiliated with New York University, where she works as an adjunct career counselor and workshop facilitator at the Center for Career, Education, and Life Planning. Patch's prior careers include professional ballet, journalism, and public relations.*

F. Gayle Shirley, MA, RScP, *received her MA in Human Resources and Organizational Development, and is a licensed spiritual counselor from the Church of Religious Science. Gayle has worked with the Sonoma Works Program in Sonoma County, CA, the JPEA, and GAIN in Sacramento, CA. She has 14 years experience in human resources and career development. Currently, she works as a law enforcement chaplain in Santa Rosa, CA.*

Carrie Straub, MBA, CHRD, *is an author, trainer, Performance Acceleration Consultant and Executive Management Coach. Author of two career-related books,* Creating a Skills Portfolio *and* Jobsearch.net, *she specializes in improving performance acceleration through better hiring, managing and workplace communication.*
Contact Carrie at http://www.resources4success.com

Al Striplen *was an undergraduate at Humboldt State University studying Biology, Chemistry and Art and also worked with the federal Upward Bound program. He taught seventh through twelfth grades prior to completing his counseling degree at California State University, Sacramento (CSUS). During his 23-year tenure at CSUS he has counseled first generation freshmen with the Educational Opportunity Program and has taught Native American Studies, Summer Bridge courses, and Freshman Seminar.*

Daisy Swan, MA, *has been a career advisor for over ten years, working with clients who range from 18-50 years old. She is very knowledgeable about career-related tests such as the Strong Interest Inventory and the Myers Briggs Type Indicator and has conducted team-building seminars using the Myers Briggs for small businesses to facilitate positive team dynamics.*

Garry R. Walz, PhD, NCC *is Co-Director of the ERIC Counseling and Student Services Clearinghouse at the University of North Carolina at Greensboro. He is a past president of the American Counseling Association, recipient of the National Career Development Association Eminent Career Professional Award, and founder of the International Career Development Library. His most recent books are* Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium *(with John Bloom), and* Career Transitions in Turbulent Times *(with Rich Feller).*

This section contains specific information on how to use and contribute to the world's largest educational database. Both using and contributing to ERIC and ERIC/CASS can greatly benefit counselors, educators, workforce development personnel, and others providing career development services.

The ERIC Information System

What is ERIC?

ERIC (Educational Resources Information Center) is a national information system that provides ready access to an extensive body of education-related literature. Through its 16 subject-specific clearinghouses and four support components, ERIC provides a variety of services and products including acquiring and indexing documents and journal articles, producing publications, responding to requests, and distributing microfilmed materials to libraries nation-wide. In addition, ERIC maintains a database of over 800,000 citations to documents and journal articles.

Why is ERIC important?

ERIC print or database products are available at over 3,000 locations world-wide as the most widely-used education database. Approximately 900 of these locations maintain complete microfiche collections of ERIC documents and provide search services for clients. ERIC is the most popular on-line database used in public libraries, the second-most popular in research and university libraries, and the third-most popular overall. On CD-ROM, ERIC is the most popular database in public libraries and information centers throughout the world. Above all, ERIC has committed itself to reaching audiences that include practitioner, policymakers, and parents.

How are information requests handled?

Responses to information requests include:

- Send requested printed materials or answer questions (e.g., providing materials on exemplary programs or practices, instructional methods or curricular materials; explaining education terms or "hot topics");

- Search the ERIC database or the reference and referral databases; and

- Refer the inquirer to other federal, national or local resource centers.

How do I learn more about ERIC?

ACCESS ERIC is a toll-free service to keep clients informed of the wealth of education informal on offered by ERIC and other sources. ACCESS ERIC staff answer questions, refer callers to educational sources, provide information about the ERIC network, and produce the free publications *A Pocket Guide to ERIC* and *All About ERIC*. The toll-free telephone number for ACCESS ERIC is 1-800 LET-ERIC.

Summarized from *Myths and Realities about ERIC* by Robert M. Stonehill, an ERIC Digest (EDO-IR-92) developed by the ERIC Clearinghouse on Information Resources at Syracuse University, Syracuse, NY, June 1992.

ERIC Counseling & Student Services Clearinghouse

What is ERIC/CASS?

Located around the country, ERIC Clearinghouses are responsible for acquiring, processing, and disseminating information about a particular aspect or subject area of education, such as the ERIC Counseling and Student Services aearinghouse (ERIC/CASS, formerly ERIC Counseling and Personnel Services, ERIC/CAPS) at the University of North Carolina at Greensboro.

The ERIC Counseling and Student Services aearinghouse (ERIC/CASS) was one of the original clearinghouses established in 1966 by Dr. Garry R. Walz at The University of Michigan and has been in continuous operation since that date. Its scope area includes school counseling, school social work, school psychology, mental health counseling, marriage and family counseling, career counseling, and student development, as well as parent, student, and teacher education in the human services area. Topics covered by ERIC/CASS include: the training, supervision, and continuing professional development of counseling' student services, student development, and human services professionals; counseling theories, methods, and practices; the roles of counselors, social workers, and psychologists in all educational settings at all educational levels; career planning and development; self-esteem and self-efficacy; marriage and family counseling; and mental health services to special populations such as substance abusers, pregnant teenagers, students at risk, public offenders, etc.

What can ERIC/CASS do for me?

1. We can help you find the information you need.

Whether we help you to use the print indexes, (RIE and CIJE), an on-line search service, or ERIC on CD-ROM, our expertise in retrieving information related to counseling and human services can help you locate a wealth of material related to your particular area of interest. You can learn more about ERIC/CASS services be telephoning CASS for further information.

2. *We can provide you with high quality, low-cost resources.*

Ranging from two-page information digests to in-depth monographs and books of readings, ERIC/CASS publications have proved to be highly valuable resources that you can use for your own personal or professional development. CASS video has proved to be extremely wellreceived because of its focus on topics of high interest, its "realist" flavor, and its low cost.

How do I contact ERIC/CASS?

Address:

ERIC Counseling and Student Services Clearinghouse
School of Education • 201 Ferguson
University of North Carolina at Greensboro
Greensboro, NC 27402
Phone: (336) 334-4114 • Fax: (336) 334-4116
Website: http://ericcass.uncg.edu

ERIC/CASS exists to serve anyone who has a need to access information related to counseling and student services. We are funded by the U.S. Department of Education's Office of Educational Research and Improvement and the School of Education of the University of North Carolina at Greensboro. We encourage you to contact us with your questions and concerns. Our goal is to provide professional service and quality information to all users.

AN INVITATION TO SUBMIT DOCUMENTS TO ERIC/CASS

What is ERIC

ERIC is the largest and most searched education database in the world with print or database products being distributed to over 3000 locations around the world. Each year nearly a half-million online searches of the ERIC database are conducted by over 100,000 users in 90 different countries. On CD-ROM, ERIC is the most popular database in public libraries and information centers. In addition, free access to all or part of the ERIC database through Internet is rapidly increasing.

What is ERIC/CASS

ERIC/CASS is the ERIC Clearinghouse on Counseling and Student Services located at the University of North Carolina at Greensboro. One of sixteen subject-specific clearinghouses, ERIC/CASS is responsible for acquiring, processing, and disseminating information about counseling, psychology, and social work as it relates to education at all levels and in all settings.

Advantages of Having a Document in ERIC

- *World-Wide Visibility*
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- *Free Publicity/Marketing*
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- *Recognition as a Refereed Publication*
- *Assurance That Your Publication Will Always Be Available*
- *Ease of Submission*
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Selection Criteria Employed by ERIC

Quality of Content

All documents received are evaluated by subject experts against the following kinds of quality criteria: contribution to knowledge, significance, relevance, newness, innovativeness, effectiveness of presentation, thoroughness of reporting, relation to current priorities, timeliness, authority of source, intended audience, comprehensiveness.

Legibility and Reproducibility

Documents may be typeset, typewritten, xeroxed, or otherwise duplicated. They must be legible and easily readable. Letters should be clearly formed and with sufficient contrast to the paper background to permit filming. Colored inks and colored papers can create serious reproduction problems. Standard 8 1/2" x 11" size pages are preferred. Two copies are desired, if possible: one for processing into the system and eventual filming, one for retention and possible use by the appropriate Clearinghouse while processing is going on. However, single copies are acceptable.

Completed Reproduction Release

For each document accepted, ERIC must obtain a formal signed Reproduction Release form indicating whether or not ERIC may reproduce the document. A copy of the Release Form is included in this packet. Additional Release forms may be copied as needed or obtained from the ERIC Facility or any ERIC Clearinghouse. Items that are accepted, and for which permission to reproduce has been granted, will be made available in microfiche only (Level 2), or microfiche and reproduced paper copy (Level 1) by the ERIC Document Reproduction Service (EDRS). The Release form must be signed by the author or, if copyrighted, by the person or organization holding the copyright.

Appropriate Kinds of Documents to Send ERIC

ERIC would like to be given the opportunity to examine virtually any document dealing with education or its aspects. Examples of the kinds of materials collected include:

- Research Reports/Technical Reports
- Program/Project Descriptions and Evaluations
- Opinion Papers, Essays, Position Papers
- Monographs, Treatises
- Speeches and Presentations
- State of the Art Studies
- Instructional Materials and Syllabi
- Teaching and Resource Guides
- Manuals and Handbooks
- Curriculum Materials
- Conference Papers
- Bibliographies, Annotated Bibliographies
- Legislation and Regulations
- Tests, Questionnaires, Measurement Devices
- Statistical Compilations
- Taxonomies and Classifications
- Dissertations

A document does not have to be formally published to be entered into the ERIC database. In fact, ERIC will not accept material that has been published elsewhere (e.g, journal articles, book chapters, etc.) and is readily available through public or university libraries. Rather, ERIC seeks out the unpublished or "fugitive" material *not* usually available through conventional library channels.

Where to Send Documents

If you and/or your organization have papers or materials that meet the above criteria and you would like to submit them for possible inclusion in ERIC's Resources in Education, please send two copies and a signed Reproduction Release form for each to:

ERIC/CASS Acquisitions
School of Education
201 Ferguson Building
University of North Carolina at Greensboro
Greensboro, NC 27402

Advantages of Having a Document in ERIC

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ERIC is the largest and most searched education database in the world with print or database products being distributed to over 3000 locations around the world. Each year nearly a half-million online searches of the ERIC database are conducted by over 100,000 users in 90 different countries. On CD-ROM, ERIC is quite "user-friendly" and is the most popular database in public libraries and information centers. In addition, free access to all or part of the ERIC database through Internet is rapidly increasing.

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Unlike the long delay you experience when you submit articles to journals and manuscripts to book publishers, the usual turnaround time for documents accepted for RIE is four to six months from the time the Clearinghouse receives your document.

Opportunity to Disseminate Your Work in a Variety of Formats

Many of the documents you produce in your professional career, e.g., program descriptions, program evaluation reports, teacher guides, student handbooks, etc., are not in a form acceptable for journal publication and may not be considered "profitable" enough for a commercial publisher to handle. Still, the information contained in these documents could be of invaluable help to someone else who is working on similar projects or ideas. ERIC provides the opportunity to share your work with others without "re-packaging it."

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Documents submitted to a Clearinghouse are first reviewed for educational relevance, then for relevance to the scope of that Clearinghouse. Out-of-scope documents are transferred to the appropriate Clearinghouse for review and in-scope documents are submitted to the Clearinghouse's RIE Selection Committee. This committee, which is composed of both ERIC technical specialists and subject matter experts, reviews each document according to the criteria specified in this flyer. At the present time, approximately 32 percent of the documents submitted are rejected.

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The presence of a master microfiche at EDRS, from which copies can be made on an on demand basis, means that ERIC documents are constantly available and never go "out of print." This archival function can relieve you of the burden of maintaining copies for possible future distribution and can solve the availability problem when your supply has been exhausted.

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This information sheet was prepared by the ERIC Clearinghouse on Counseling and Student Services at the University of North Carolina at Greensboro. If you would have questions or would like further information, please contact us at ERIC/CASS, School of Education, UNCG, Greensboro, NC, 27402, Phone: (336) 334-4114 or 1-800-414-9769.

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ERIC/CASS Web Resources

ERIC Counseling and Student Services Clearinghouse

http://ericcass.uncg.edu

The basic resource for counselors - a Gateway to many other sites - the ERIC/CASS website provides ERIC digests in full-text, the Counselor Connection - a comprehensive list of counselors-related links, ERIC/CASS publications - counseling issuses by the leading authorities in the fields, and links to many other ERIC/CASS websites and products.

ERIC/CASS Virtual Library

http://ericcass.uncg.edu/virtuallib/newlibhome.html

The Virtual Library provides free access to a broad range of counselor and school-related collections: Cultural Diversity, School Violence, Student Achievement, Conflict Resolution, Bullying in Schools, Depression & Suicide, Substance Abuse, Youth Gangs, Helping People Cope with Trauma & Stress, and Testing & Assessment. The Virtual Library offers information for every visitor.

Cybercounseling

http://cybercounsel.uncg.edu

Cybercounseling is a site for innovative online demonstrations and discussions of cybercounseling and cyberlearning. Cybercounseling is a must for anyone interested in technology.

International Career Development Library (ICDL)

http://icdl.uncg.edu

The ICDL is an online collection of full-text Career Development resources. The ICDL offers a full library of documents and resources along with a Special Collections of State and Career Organization materials.

The International Career Development Library (ICDL)

Educational Resources Information Center
Clearinghouse on Counseling And Student Services (ERIC/CASS)
UNCG, School of Education
201 Ferguson Building, PO Box 26171
Greensboro, NC 27402-6171

http://icdl.uncg.edu

The ICDL is a free, online collection of full-text resources for counselors, educators. workforce development personnel, and others providing career development services.

Among the many features are:

What's New: The What's New section presents the latest postings to the ICDL. This is the best place to start your browsing...come here to find out what's new!

Catalog Search: Use the ICDL search engine to locate resources by keywords, titles, and authors. Also, the Scroll & Search page offers all ICDL titles listed in alphabetical order. The library contains over 500 free, full-text documents that are easy to view and download.

Special Collections: Our Special Collections contain source materials for career organizations, state career centers, and universities. You will find addresses, contact information, and full-text resources produced by each organzation.

Practitioner's Corner: A developing area that will include ideas and resources useful to the career practitioner.

Reference Room: Links to important career development websites on the Internet ranging from NCDA to online career assessment tests, as well as career news and information. Choose from online professional journals, online professional publications, library and research centers, professional associations and
organizations, and web sources on job searches and career planning.

Submit your Papers to the ICDL

Become an ICDL author!
By submitting your documents to the ICDL, you are contributing to the high-quality of the library as well as receiving world visibility. With the ICDL, all documents are retrievable via the World Wide Web to the international career development community.

A signed ICDL Reproduction Release form is required for each document. The release allows authors to indicate their permission for the inclusion of a document in the ICDL Database. Release forms can be downloaded from: http://icdl.uncg.edu/submit.html.

The ICDL was designed and developed to serve you and your collegues in the career development community.

Visit the ICDL to see how this interactive website can provide you with career-relevant resources such as full-text documents, customized searches and career-related links.

The ICDL also offers you the opportunity to increase your visibility online. Contribute to the ICDL database and your name and contact information will be displayed on the document, and your email and URL will be hotlinked. All materials included will be retrievable via the ICDL search engine to users around the world.

WEBSITES FOR COUNSELORS & THERAPISTS

ERIC
CASS

ERIC COUNSELING & STUDENT SERVICES CLEARINGHOUSE

http://ericcass.uncg.edu

The basic resource for Counselors
A Gateway to many other sites

ICDL
INTERNATIONAL CAREER DEVELOPMENT LIBRARY

http://icdl.uncg.edu

An online collection of full-text Career Development resources
"Where to go when you want to know"

ERIC/CASS
VIRTUAL LIBRARIES

http://ericcass.uncg.edu/virtuallib/newlibhome.html

Full-text resources on critical issues in Counseling:
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CYBERCOUNSELING

http://cybercounsel.uncg.edu

A site for innovative online demonstrations and discussions of cybercounseling and cyberlearning

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